

William Paterson University  
Program in Writing and Rhetoric  
Preakness Hall  
300 Pompton Rd  
Wayne, NJ 07470

## **English 1100: College Writing**

*Writing with voice is writing into which someone has breathed. It has that fluency, rhythm, and liveliness that exist naturally in the speech of most people when they are enjoying a conversation.... Writing with real voice has the power to make you pay attention and understand—the words go deep.*

-Peter Elbow

**Fall 2018**

**Eng 1100, Section 31**

**T/Th 2:00-3:15**

**Room: RAUB 311**

Instructor: Robert Greco

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Office Room: 348 Preakness Hall

Office Phone: 973-720-2664

Office Hours: T/Th 11:30-12:30, W/F 1:30-2:30, and by appointment

### **Course Description**

This course will introduce you to the central principles of composition and rhetoric and provide you with a space to enact these concepts. This semester, I will introduce you to the many habits, processes, conventions, and skills necessary to understand and analyze rhetorical situations so that you can enter into conversations across diverse modes of composition. If much of the above description seems confusing, that's OK. We'll have plenty of time this semester to explore and develop these ideas.

Welcome to English 1100: College Writing! First and foremost, English 1100 is a writing and rhetoric course, meaning that the course focuses on writing, in its many forms and facets, and on rhetoric: the way you use language, and the way language uses you. The field of rhetoric, which Andrea Lunsford defines as “the art, practice, and study of human communication,” explores the context of human communication to understand how factors like audience, genre, and purpose influence communication. Over the next 15 weeks, we will read, analyze, and produce written texts and digital compositions in order to develop a strong understanding of the rhetorical underpinnings of texts and the affordances of new modes of communication.

In the opening weeks of the semester, I will work with you to select a topic that you will explore through your writing over the semester. You will then select an organization that advocates for change on this topic in order to explore how they use their communication skills to express their views. Then, you will conduct research and critically think about your topic so that you can produce texts that allow you to communicate your own views.

## Course Learning Objectives

After completing English 1100, you should be able to:

- **Identify and Employ Composing Processes:** Experience writing as a way to think and generate knowledge and as a process involving multiple drafts, peer review, revision, editing, and reflection.
- **Critically analyze texts in a variety of genres:** Analyze and interpret key ideas in various genres (e.g. essays, news articles, documentaries, short stories), with careful attention to the role of rhetorical conventions such as style, context, genre, audience, and purpose.
- **Use a variety of media to compose in multiple rhetorical situations:** Apply rhetorical knowledge in your own composing using the means of persuasion appropriate for each rhetorical context (alphabetic text, still and moving images, and sound), including academic writing and composing for a broader, public audience using digital platforms.
- **Identify and engage with credible sources and multiple perspectives in your writing:** Identify sources of information and evidence credible to your audience; incorporate multiple perspectives in your writing by summarizing, interpreting, critiquing, and synthesizing the arguments of others; and avoid plagiarism by ethically acknowledging the work of others when used in your own writing, using a citation style appropriate to your audience and purpose.

## Writing in a Community

Because our course focuses heavily on your own writing projects, you will present your work, both to me and to each other, in a variety of contexts. Students often imagine writing as a solitary process in which the individual author pounds away at a keyboard in a dark room until a masterpiece is born, but in reality, most writers work with some form of collaboration: they consult with colleagues, share drafts, review others' work, and employ editors. In this course, some of your work will be individual, but much of it will be collaborative.

Over the semester, I will ask you to share your ideas in class, discuss readings in groups, and workshop each other's drafts through peer responding. Moreover, I will review first drafts of all of your major assignments and ask you to revise accordingly. When dealing with your peers' work, I expect every student in this class to be respectful and generous. Specifically, the goals of peer review include helping your peers to improve their writing while also sharpening your own critical eye as a reader. Peer review produces the best results when the reviewer identifies the strengths of a piece while also noting specific places for improvement. Remember, successful writers strive to maintain a rich, respectful, and productive environment.

## Course Website

As you will see below, several of our assignments, and much of our communication will take place on our course website, which will be hosted through Google Classroom. The site provides important links, explains our assignments, and includes our course schedule.

I will send everyone a welcome email and a Google Classroom invitation on the day of our first class. If you do not receive this email, please contact me immediately so that I can add you to my email list and to the Google Classroom.

## Course Design and Learning Styles

I am devoted to providing a safe and accessible learning environment for all the students in this class, irrespective of native language, physical ability, age, lifestyle, or gender. I also assume that all of us have

different ways of learning and that the organization of any course will accommodate each student differently. This course should work for each student, so I want to adapt my teaching and evaluation methods to diverse learning styles. Please communicate with me as soon as you can about your individual learning needs and how this course can best accommodate them.

The Office of Disability Services asks faculty to remind you that William Paterson University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical). Please contact the Office of Disability Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom and clinical settings. Students are encouraged to register with the Office of Disability Services as soon as they enroll, since accommodations cannot be provided retroactively. More information can be found online on their [website](https://www.wpunj.edu/accessibilityresourcecenter/) at <https://www.wpunj.edu/accessibilityresourcecenter/>, by contacting the office at 973-720-2853 or visiting the office in Speert Hall, Room 134.

### **Assignments**

For any given assignment, I will provide specific instructions as the semester progresses. The following descriptions offer a brief introduction to the written work of the course.

- *Weekly Writing*: You will write during each class and between each class. Most writing between classes will take the form of short written homework tasks that will ask you to plan for upcoming projects, respond to course readings, or reflect on your writing process. Weekly writing tasks will be posted to the course website, though many of these assignments will be started in the preceding class or discussed in the following class.
- *Larger Projects*: Over the semester, you will compose four major projects; these projects will involve drafts, peer and professor feedback, and revisions. For each of these projects, I will provide a detailed assignment sheet:
  - *Rhetorical Analysis*: I will ask each of you to rhetorically analyze three videos connected to your research topic.
  - *Evidence-Based Response*: You will select an editorial from a newspaper that relates to your writing topic and respond to it using evidence collected through research.
  - *Open Letter*: You will identify an opportunity in your community or school to affect change on your topic and will write an open letter to encourage positive change.
  - *3 Minute Movie*: You will compose a three minute movie for YouTube (publication will be up to you) that raises awareness about or advocates for change on your topic.
- *Smaller Projects*: Along with the above major projects, you will also compose a series of smaller assignments along the way including reflective writing, a final reflective project, annotated bibliography entries, and a portfolio website.

## Attendance

This course follows a department-wide attendance policy:

Because this is a workshop course requiring regular attendance and participation, the policy of the William Paterson University Writing Program is that students may not have more than five absences. If you have more absences than this, you will automatically receive an "F." No distinction will be made between “excused” or “unexcused” absences. Students are strongly advised to save absences in case of an emergency.

In addition to the above, students who miss no more than one class will receive a bonus 20 points added to their grade, while those who miss three or more classes will receive a 10 point penalty for each class missed starting with the third.

Every three latenesses count as one absence. If you are more than 30 minutes late to a class, you will be marked as absent for the purposes of attendance, though I encourage you to attend anyway since you will still benefit from the class discussion.

## Grading

As composition theorist Peter Elbow has written in a number of places (see especially his “Ranking, Evaluating, and Liking”<sup>1</sup>), grades are a surprisingly crude way of measuring or producing learning: they reduce complex phenomena to a single letter or number, and thus obscure the differences between, say, proofreading skills and ability to support an argument.

So, to widen our attention to include the entire writing process, and the many planning, researching, drafting, and revising tasks that it includes, your grade in this course will be based on a wide variety of written work that falls into three broad categories:

- **Homework** (200 points)
- **Smaller Projects** (300 points)
- **Larger Projects** (500 points)

By adding up all of the points you earn over the semester, you can determine your grade with the following scale. Please note that college policy requires that students earn at least a C in English 1100.

A	940+
A-	900-939
B+	850-899
B	800-849
B-	750-799
C+	700-749
C	650-699
F	Below 650

## Additional Course Policies

*Access to Technology:* You must have a working email account. Failure to maintain and check your email may result in missed assignments or updates. I am responsible for providing information in

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<sup>1</sup> Elbow, Peter. “Ranking, Evaluating, and Liking: Sorting out Three Forms of Judgment.” *College English* 55.2 (1993): 187-206.

advance, and I will give significant notice of every project and assignment; however, email updates often make the course run smoother. All email correspondence to me must be appropriately addressed with a subject line that links it with the course, and please make sure your name is included.

*Beverages:* If you bring beverages to class, please make sure you use a small, spill-resistant container and remove any empty bottles and cups. Food can be disruptive to class time, so I ask that you please not eat during class.

*Plagiarism:* Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. When using Internet based sources for your research you may be tempted to cut-and-paste from others' work into your own work: this can lead to unintentional plagiarism and *should be avoided!* Paraphrasing and summarizing as well as direct quotations require citations to the original source. Lack of dishonest intent does not necessarily absolve you from responsibility for plagiarism. You should recognize the difference between statements of common knowledge (which do not require documentation) and the restatement of others' ideas. Paraphrase, summary, and direct quotation are acceptable forms of restatement as long as the source is cited. Please note, none of this class's assignments will ever require you to take text directly from a source without citation.

If you are unsure how or when to provide referencing documentation, please consult me. The library provides free guides designed to help you with problems of documentation, and you can find those documents on our course site.

If you plagiarize an assignment, in part or whole, you may be required to repeat the assignment, may lose credit, may fail the class as a whole, and may be subject to additional academic penalty depending on the severity of the offense.

### **Course Schedule**

The course schedule will be posted to Google Classroom.