English 150: Exploring the University   Fall 2017
Section DD (08/21/17-10/13/17)

". . . place is not just a thing in the world but a way of understanding the world . . . when we look at the world as a world of places we see different things. We see attachment and connections between people and place. We see worlds of meaning and experience." (Cresswell, <u>Place: A Short Introduction</u>, 11)

". . . place is pause; each pause in movement makes it possible for location to be transformed into place." (Yi-Fu Tuan, <u>Space and Place</u> 6)

"Good writing may be the quintessential 21st-century skill." (The National Council of Teachers of English)
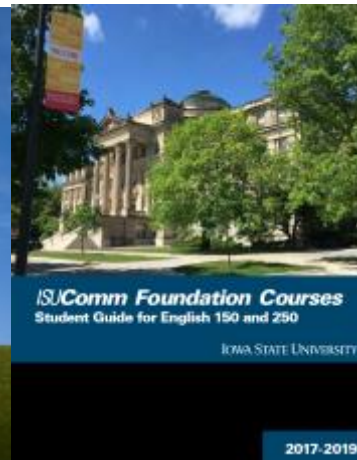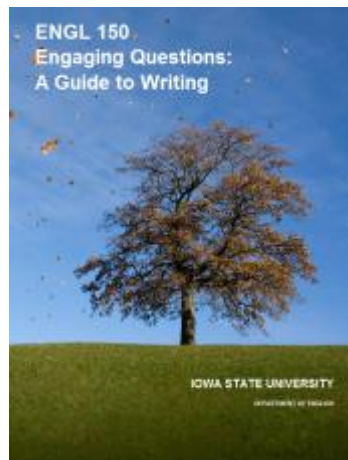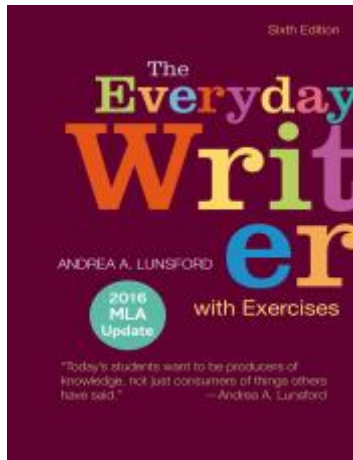
Instructor: Altay Ozkul   **Office:** 427 Ross Hall   **E-mail:** aozkul@iastate.edu
Office Hours: Monday & Wednesday 9-11 AM, 2-3 PM

Textbooks and Materials

Lunsford, Andrea. *The Everyday Writer, 6th edition*. Boston: Bedford/St. Martin's, 2016. **(REQUIRED)**
Channell, Carolyn, and Timothy Crusius. *Engaging Questions: A Guide to Writing* (customized edition).
    New York: McGraw Hill, 2014. **(REQUIRED)**
ISUComm Foundation Courses Student Guide for English 150 and 250, Iowa State University,
    Department of English, 2017-2019. **(Revised annually, REQUIRED, and NOT RETURNABLE)**
1 Flash drive on which to save all your English 150 work. **(REQUIRED)**

Objectives

The purpose of English 150 is to prepare you for communicating successfully in your academic courses, as well as in your work, personal, and civic lives. Because of what the National Council of Teachers of English calls the importance of 21st-century literacies, most of the course will be devoted to writing, but you will also practice and analyze oral, visual, and electronic communication. You'll also compile and reflect on an ISUComm ePortfolio of your work. Specifically, at the end of English 150 you should be able to meet these course outcomes:

Outcomes

Written

- adapt your writing to specific purposes, audiences, and situational contexts

- integrate and document a range of informational sources, from personal interviews to print and electronic publications
- practice varied organizational strategies and transitional devices
- match expression to situation and audience, avoiding errors that distract or confuse
- design effective presentation forms by attending to spacing, margins, headings, color, and typography
- develop strategies to revise your own writing
- reflect upon your communication processes, strengths, goals, and growth

Oral

- ask effective questions and listening actively
- function as an effective team member in small groups as contributor, listener, collaborator, and presenter
- develop basic oral presentation skills, focusing on meaningful information, clear organization, and engaging delivery

Visual

- use typography effectively, particularly in creating headings and subheadings
- create an appropriate layout format for a bookmark, brochure, fact sheet, or newsletter
- analyze visual communication, such as art on campus
- use visuals effectively (e.g., imported, scanned, or digital pictures) and integrate them with written texts
- accurately document visual sources

Electronic

- use appropriate format, voice, and language in a professional email (e.g., correspondence with an instructor)
- use word processing skills, including making headings, attachments, tables, etc.
- create an electronic composition (a poster or brochure and an ISUComm ePortfolio)
- choose one or more suitable media for delivering a communication to its intended audience

Note: If you are a non-native speaker of English, to be eligible for English 150 you must have taken the English Placement Test for Non-native Speakers of English and you must have completed the requirements based on your results. You may not take English 150 concurrently with a 101 class. If you are enrolled in English 150 without meeting the prerequisites, you must drop or you will receive an F regardless of the work you may choose to complete and submit.

Assignments

All work completed outside of class should be typed. **Make sure you have a backup copy of all work before you turn it in to be graded**. Major assignments will be penalized one letter grade (from B to C) for each day they are late and after two class periods, the work will not be accepted and an F will be recorded for it. Not completing all major assignments seriously jeopardizes your ability to receive a passing grade at the end of the semester.

In addition to major assignments, there will be shorter assignments to practice strategies important to a major assignment or to explore visual and oral communication. Shorter assignments are important components of your process, and failure to complete them may result in a failing grade for that assignment.

Class Attendance and Participation

One of the consistent components from section to section in the ISUComm Foundation Courses program is the attendance policy. Classes are in a discussion/workshop format and depend on your active learning; therefore, regular attendance and productive, courteous participation with classmates and the instructor are important. Absences damage your grade in the class and create the probability that you'll need to drop the course. Much of what we do in English 150 cannot be rescheduled for you individually, made up, or accepted late, regardless of your reason for missing class. To ensure that you stay on track with your attendance and submission of work, the following policies, developed by the Director and Assistant Director(s) of ISUComm Foundation Courses, will be enforced in sections of English 150:

- **Since this is a half-semester ENGL 150 section, regular attendance is vital for you in order to fulfill the learning outcomes of this course.**
  - **When you hit one <u>unexcused</u> absence, your final grade is reduced one increment (a B will become B-; A will become A-). Once you hit two <u>unexcused</u> absences, your final grade is reduced two increments.**
  - **After <u>a total of</u> three absences, you must drop the course or you will receive an F. (The phrase "a total of" means both excused and unexcused absences. This must be done if you miss three or more classes because, at that point, you have missed about 35% of the course.)**
  - **Even with a valid reason to miss, you can accumulate so many absences in a semester that your work and classroom experience are too compromised for you to remain in the class.** You may need to drop the class and take it in a semester when you can attend regularly.
  - **In order to get an <u>excused</u> absence, you need to let your instructor know that you will not show up for the class prior to the class time via e-mail. Your instructor may or may not count your absence as excused.**
- If there is a medical condition, you must speak to the Disability Resources Office at the beginning of the semester (see page 6 of this document) to request an official accommodation; however, we cannot approve an *indefinite* number of absences or late arrivals. We will work with the DRO to arrive at an accommodation that allows you to be successful without altering the rigor and basic requirements of the class.
- If the time of day for the class is not convenient for you, speak to your adviser immediately about changing to another section.
- If you will have athletic absences or absences for which you are representing the university, these must be presented to your instructor at the beginning of the semester; the Director and Assistant Director of ISUComm Foundation Courses will then be consulted. If your absences will be numerous and will interfere with your participation in the class, you will be advised to drop and take the class in a semester when you can attend regularly. Bear in mind that missing one class in a half-semester section means missing an entire week.. These add up fast and do compromise your ability to be successful in the course, as in-class activities cannot be recreated for you.
- **If you are more than 15 minutes late to class, you will be counted absent.**
- **Missing during group work or on the day of your oral presentation means taking an F for that activity**, as it cannot be made up individually.
- When classes are cancelled for scheduled conferences, **missing a scheduled individual or group conference counts as an absence.**

- **Do not schedule travel that requires you to leave campus early for Fall Break or for semester break**, as this could conflict with your class and/or your final exam. Your instructor cannot make individual arrangements for you. **If you do not attend your final exam as required by the university, your portfolio grade will be reduced by a full letter.** The Final Exam calendar for Fall 2017 is here: http://www.registrar.iastate.edu/students/exams/fallexams

Evaluation

Assignment 1 In-Class Writing: Where I'm From (Week 1)   no grade
Beginning-of-Semester ISUComm ePortfolio Project (Week 2)
Assignment 2 Sharing Experiences: Letter-as-Essay and Map (Week 2)   15%
Assignment 3 Exploring a Campus Program or Organization: Public Document
and Profile (Week 3)   15%
Assignment 4 Understanding Campus Place or Artifact: Report and Commentary
(Week 4-5)   20%
Assignment 5 Composing Visual Communication (Weeks 6-7)   20%
End-of-Semester ISUComm ePortfolio work (Week 8)   20%
Part of the portfolio is due during Final Exam time (Week 8);
there are **no exceptions** to our class final exam time designated by ISU.
Daily Work and Classroom Participation (including class and small-group contributions) 10%

(This schedule is tentative and may be changed in the future.)

Semester-Long ISUComm ePortfolio Project

After you've completed the first 4 major individual assignments of the semester, you will revisit these projects to compile an ISUComm ePortfolio worth 20% of your semester grade. This project's purpose is to present your communication and revision work and your ability to reflect on and project ahead about your processes and approaches to learning.

To represent your learning, you'll select from your previous work, revising one major piece of writing (the "W" mode on which English 150 concentrates most heavily), presenting other parts of your work to demonstrate your competence in the related 3 modes (-OVE—oral, visual, and electronic). You'll write a reflection on these pieces to discuss changes you made to the originals, why, and to assess the new versions.

Specifically, the ISUComm ePortfolio components are:
- Early-semester work setting up your ePortfolio and using that electronic space to work on, present, and reflect on your WOVE projects during the semester.
- Nearer the end of the semester, you'll conference with your instructor (in which you discuss what pieces your ePortfolio will include and what sorts of issues you will discuss as you reflect on them)
- The following three major sections; the last part—**closing reflection—will be written in class during your university-scheduled final exam period**)
    o Introduction to your ISUComm ePortfolio's work (this will probably be separate from an "About Me" page)
    o Revision of a writing (W) and reflection
    o -OVE products and reflection

Because it's not possible to know exactly what you'll include in this final portfolio or what you'll say about your chosen pieces right now, **it is very important to save everything you do**

in ENGL 150 both in electronic and hard copy, so that you have a lot of material from which to draw as you put your ISUComm ePortfolio together.

Grades

In English 150 and 250, as in other university courses, the work required of you at the university is different in type and level of difficulty from what you did in high school. Expectations are higher since your work is now in a pool with that of others who are pursuing post-secondary school degrees. Instructors will evaluate your work so that its grade reflects university expectations.

Students admitted to the university are assumed to be able to perform satisfactorily (earning Cs); however, earning As and Bs at the university level requires strong, consistent effort. The grade descriptions below reflect that reality. Notice that the C description describes work that is "satisfactory," "clear," and "competent" with "nothing remarkably good or bad." If you received As and Bs for work that met these criteria in high school and expect the same at the university (that "satisfactory" will earn you an A), your understanding of university grading may be unrealistic.

Your assignment sheets in English 150 and 250 include evaluation criteria and your instructor will provide multiple forms of feedback on your work, including a rubric and comments. Start assignments early and work steadily to avoid last-minute rushing. If you are surprised by a grade, make an appointment with your instructor if you do not understand what you can do differently on subsequent work. **Refer to your textbooks** (*Engaging Questions*, *The Everyday Writer*, and the *ISUComm Foundation Courses Student Guide, 2017-2019*), as many common questions are answered in your texts. See especially pages 41-44 in your ISUComm *Student Guide, 2017-2019.* Your instructor will provide rubrics for each assignment so you can focus your efforts.

A   Excellent and outstanding. The qualities of a B assignment, plus imagination, originality, and engaging expression. Writer responds thoughtfully and creatively, requiring very little or no revision.

B   Thorough analysis of and satisfactory solution to the communication task; good organization and solid expression. Writer responds fully, requiring some revision.

C   Satisfactory analysis of the communication task, clear organization, and competent style; nothing remarkably good or bad. **A C means your work meets the demands of the assignment in a minimally acceptable way.** Writer responds mostly competently, requiring focused, substantive revision.

D   Presence of a significant defect in context, substance, organization, style, or delivery in a lackluster paper; incomplete analysis of the communication task. Writer responds incompletely, requiring extensive revision.

F   Inadequate coverage of essential points, uncertain or misguided purpose, poor organization; ineffective and inconsistent expression; significant defects in standard usage; inadequate or inappropriate analysis of the communication task. Writer responds inadequately; paper is not acceptable.

The grading scale for this class is listed below:

0-100 Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	00-59

Academic Honesty

Detecting plagiarism in English 150 and 250 is often fairly easy for an instructor who is familiar with your work. Once detected, it is mandatory that your instructor notify the Director of Foundation Courses and consult about consequences. Thoroughly read all of the material provided in your ISUComm *Student Guide 2017-2019* (pages 43-44). Also read pages 200-205 in *The Everyday Writer* (Lunsford). Plagiarism is a serious legal and ethical breach, and it is treated as such by the university. If you have questions about using work other than your own in your paper, see your instructor before you turn in an assignment.

Computer Ethics and Other Electronics

You are expected to use the university computers responsibly and to communicate courteously with others in your class—including the instructor—electronically. You are also expected to follow your instructor's instructions on class days in the lab, using the computers for class-related activity only. If a computer is used for an activity (email, Facebook, etc.) other than that directed by the instructor, you are counted absent for the day. You are expected to turn off your cell phone and refrain from checking it during class. You may not take photos of people or record them without their knowledge and permission.

Diversity Affirmation

Iowa State University does not discriminate on the basis of race, color, age, ethnicity, religion, national origin, pregnancy, sexual orientation, gender identity, genetic information, sex, marital status, disability, or status as a U.S. veteran. Effective learning environments value and support diversity.

Disability Accommodation

Iowa State University is committed to assuring that all educational activities are free from discrimination and harassment based on disability status. All students requesting accommodations are required to meet with staff in Student Disability Resources (SDR) to establish eligibility. A Student Academic Accommodation Request (SAAR) form will be provided to eligible students. The provision of reasonable accommodations in this course will be arranged after timely delivery of the SAAR form to the instructor. Students are encouraged to deliver completed SAAR forms as early in the semester as possible. SDR, a unit in the Dean of Students Office, is located in room 1076, Student Services Building or online at

www.dso.iastate.edu/dr/. Contact SDR by e-mail at disabilityresources@iastate.edu or by phone at 515-294-7220 for additional information.

Classroom Disruption

The ISUComm Foundation Courses program adheres to the Dean of Students policy on classroom disruption. "Should any student officially enrolled for credit or audit in a class disrupt the instructor's ability to ensure a safe environment, control the class agenda, and/or deliver the approved curriculum, the instructor has the right to ask that the disruptive action cease immediately . . . The instructor should also take into consideration complaints of disruptive behavior brought to their attention by students. The responsible student should cease the disruption and utilize non-disruptive means for expressing disagreement or concern. If the disruption continues, the instructor can pursue various forms of intervention, including suspension from class, use of student disciplinary regulations, or police intervention, as discussed below." You may read the full university policy here: http://www.dso.iastate.edu/sa/issuesconcerns/disruption

Tentative Schedule

	Topics	Read and/or Do in Class

Week 1 **M–W** **8/21-8-23**	Introduction to course (Course Policy Sheet); Course Policy Awareness Form; Semester portfolio intro; and **Introductory Writing: Where I'm From**	**Monday**
		In-class activities
		
		• Overview of course: overview sheet, syllabus/Moodle, and texts. The *ISUComm Foundation Courses Student Guide* and the assignment sheets are central texts in the course.
		• Review Course Policy Sheet. Read and sign Course Policy Awareness sheet and submit to instructor.
		• Sign permissions/release forms provided on your Moodle or by your instructor.
		• Introduction to semester portfolio.
		• Getting to know each other.
		
		Wednesday
		In-class activities
		
		• **Read:**
		   ◦ http://www.georgeellalyon.com/where.html
		   ◦ http://thisibelieve.org/essay/87605/
		      ▪ *Notice that in each of these pieces, place is more than a neutral backdrop for the events the author describes.*
		• In groups based on one of the two personal place-themed electronic pieces you chose, decide two ways in which the author was influenced by his/her place.
		• **A1 Introductory Writing**: In-Class writing, "Where I'm From".
		• Thinking about Learning Survey and Reflection.

	Topics	Read and/or Do in Class
Week 2 **M–W** **8/28-8-30**	**Assignment #2: Sharing Experiences**	**Monday** **In-class activities** • **In-class activities** • Begin discussing Assignment #2: Sharing Experiences: Essay/Letter and Map. • Pre-assignment reflection activities/group discussions. • Discussion of readings from the EW. • Discussion of online readings. Again, notice how, in each of your readings, place plays an important role in how people think about their experiences. **Central question: What does it mean to write about place—with place as a central element in the communication and not just a generic backdrop?** How can you apply this in your Assignment #2? • In groups, list ways you have already noticed how ISU's campus follows Sturner's "environmental code" for college campuses. • Talk about mapping activity. (May use plain paper, pencils, markers, etc. This is not cartography, but your personal map of campus in your second week here.) • Use pp. 174-175 *EQ* to analyze these place-based descriptions (from last week and this week) and begin drafting your own. What is the rhetorical situation? How is it

organized? What kind of material/content is used? How have you made place important in your description of your experience at ISU? Use the suggestions and directions on your assignment sheet and the details on the rubric to guide you.

Wednesday

In-class activities

- Group work on Assignment 2.

- Discussion of strategies for writing an effective essay (introductions & conclusions & paragraph structure)

- In-class writing workshop for Assignment 2 (start drafting A2).

	Topics	Read and/or Do in Class
Week 3 M–W 9/4-9/6	**Assignment #2 due on Thursday (9/7)** **Assignment #3: Exploring a Campus Program or Organization**	**Monday** No class in observation of Labor Day. **Wednesday** **In-class activities** - ePortfolio introduction and setup. - In-class peer response: bring one complete, printed copy of your Sharing Experiences: Essay/Letter and Map to share with one–three partners. Complete peer response sheet in class to be turned in with assignment, answering questions on p. 72 in *EW*. Make sure your paper conforms to MLA format (see Week #2). - In-class editing exercise: Final-edit for spelling and punctuation issues in two partners' papers. Make changes, if necessary, on your own paper before submitting. Refer to *EW* for this. - In-class, complete the reflection for Assignment #2 as a post on your ePortfolio. - Begin Assignment #3; review assignment and talk about the content, organization, and language of several mission statements. - Select a first and second choice of topics from Assignment #3 possibilities and email them to me by Friday, 9/15/2017. - Be ready to discuss "The Land-Grant Tradition" (pdf below) and "How Do I Apply the Communication Basics?" in *SG*. - Use the Scheduler below to schedule an individual conference for next week. In conferences, you will have 15 minutes to discuss your ideas for Assignment #4 with me. See next week for more information.

	Topics	Read and/or Do in Class
Week 4 M–W 9/11-9/13	**Assignment #3: Exploring a Campus Program or Organization**	**Monday** **In-class activities** - In groups of 3–4, look at an online public document for the campus organization or program you have chosen for Assignment #3. Talk about the public document's **main ideas, how it is organized, and the view it gives of the place or organization. How does it fit ISU's and the land-grant mission?** - With a partner, practice wrapping text around an image (see http://www.thewindowsclub.com/wrap-text-around-pictures-word for help). - Sign up for individual conferences. Conferences are in my office. **Bring a draft of**

#3 to conference. Missing a scheduled conference counts as an absence.
- Mid-semester course evaluations.

Wednesday

In-class activities

- **Individual conference in my office: Ross 427. Bring draft of #3 to conference. At your conference, be prepared to show how you are integrating source material. Missing a scheduled conference counts as an absence.**

	Topics	Read and/or Do in Class
Week 5 **M–W** **9/18-9/20**	**Assignment #3 due on Wednesday (9/20).** **Assignment #4: Understanding a Campus Place or Artifact**	**Monday** **In-class activities** • In-class peer response: bring one complete, printed copy of your Assignment #3: Exploring a Campus Program or Organization to share with one–three partners. Complete peer response sheet in class to be turned in with assignment, answering questions on p. 72 in *EW*. Make sure your paper conforms to MLA format. • In-class editing exercise: Final-edit for spelling and punctuation issues in two partners' papers. Make changes, if necessary, on your own paper before submitting. Refer to *EW* for this. • In-class, complete the reflection for Assignment #3 as a post on your ePortfolio. • Begin discussing Assignment #4: Understanding a Campus Place or Artifact. • In-class activities for Assignment #4. **Wednesday** **In-class activities** • In-class activities for Assignment #4. • **"Art on Campus" tour for Assignment #4. Meeting place and time will be announced by the instructor.**

	Topics	Read and/or Do in Class
Week 6 **M–W** **9/25-9/27**	**Assignment #4: Understanding a Campus Place or Artifact** **Assignment #4 due on Friday (9/29)** **Assignment #5: Designing Visual Communication**	**Monday** **In-class activities** • In-class peer response: bring one complete, printed copy of your Assignment #4: Understanding a Campus Place or Artifact to share with one–three partners. Complete peer response sheet in class to be turned in with assignment, answering questions on p. 72 in *EW*. Make sure your paper conforms to MLA format. • In-class editing exercise: Final-edit for spelling and punctuation issues in two partners' papers. Make changes, if necessary, on your own paper before submitting. Refer to *EW* for this. • As a class or small group, talk about what brief presentations should include. View "Successful Oral Presentations" PowerPoint (below) in class. Draft an outline of how you will present your place or artifact to your classmates in a brief, informal oral presentation. **Wednesday** **In-class activities** • **Assignment #4 presentations (5-7 minutes).** • Begin discussing Assignment #5: Designing Visual Communication. • In groups of three, share brochures and generate a list of key features of this genre. Note where your samples are effective and ineffective. Take typography, text-to-

visual ratio, and availability into account. One person records the group's work. Share findings with class and generate a list of "Brochure Do's and Don't's" on board.
- In small groups, look at "College Portrait" online at http://www.collegeportraits.org/IA/ISU
- Look at http://www.iastate.edu/about/. What do those images say about ISU? Why were they chosen? Now choose another university's website and analyze its visual message. How do these images convey a particular message? What is that message?
- Discuss the visual presentation of the information from the IR Office. How do these facts fit with the college images you located?

	Topics	Read and/or Do in Class
Week 7 M–W 10/2-10/4	**Assignment #5: Designing Visual Communication** **Assignment #5 draft due on Monday (10/2); final version due on Wednesday (10/7).** **Assignment #6: Semester Portfolio.**	**Monday** **In-class activities** • **Assignment #5 presentations (5-7 minutes).** • Receive feedback from your classmates at the end of your presentation. Once we are done with the presentations, you will engage in a peer-response session with a partner. Use in-class time to "fix" your visual communication based on the feedback you have received. • If time permits, finish the reflection for Assignment #4 as a post on your ePortfolio. **Wednesday** **In-class activities** • In-class, complete the reflection for Assignment #5 as a post on your ePortfolio. • Begin discussing Assignment #6: Semester ePortfolio. • Discuss specifically what to include in your ISUComm ePortfolio and how to arrange it. Think about navigation, links, and appearance of your ePortfolio. Discuss the differences between editing and revision of your work and differences between description and analysis of your work. Review course outcomes in SG and be prepared to demonstrate, via ePortfolio artifacts, that you have developed those skills and what you will continue to work on in upcoming semesters. • **Sign up for ISUComm ePortfolio planning conferences for Week 8 Monday (10/9) Conferences are in my office. Bring your work and ePortfolio planning sheet. Bring feedback on your work and examples of all four modes. Missing a scheduled conference counts as an absence.**

	Topics	Read and/or Do in Class
Week 8 M–W 10/9-10/11	**Assignment #6: Semester Portfolio.** **Assignment #6 due on Wednesday (10/11).**	**Monday** **In-class activities** • **Individual conference in my office: Ross 427. Bring your work and ePortfolio planning sheet. Bring feedback on your work and examples of all four modes. Missing a scheduled conference counts as an absence.** **Wednesday** **In-class activities** • Final arrangements on your semester ePortfolio. • Final exam for our class. Since this is a half-semester section, the final exam for this class will be held in class. • **Concluding piece of ISUComm ePortfolio DUE during final exam time. No exceptions to attending our class section's assigned final exam time. This is a university regulation, not a class, program, or department regulation. Missing the final means one letter grade deduction on your ePortfolio.**