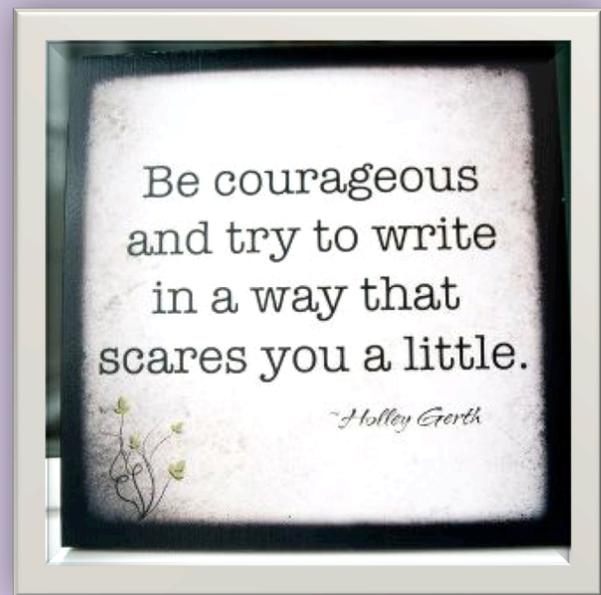


Introductory Composition: Writing as  
Inquiry  
English 10803  
Fall 2013

ENGL 10803-040  
MWF 12:00 - 12:50  
Room # 202, Reed Hall

ENGL 10803-070  
MWF 3:00-3:50  
Room # 042, Rickel



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Office hours: 1-2  
Pearson LearningStudio class site:  
[www.tcuglobal.edu](http://www.tcuglobal.edu)

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## OVERVIEW AND OUTCOMES

Welcome to English 10803. This course is a writing workshop focused on writing as a kind of inquiry and the critical thinking that occurs *while* we write—not *before* we write. We'll engage in processes of invention, critical reading, drafting, revision, and editing as we complete a range of writing tasks—from personal essays to argument essays—that include primary and secondary research. As we write, we will discuss everything from getting a first sentence on the page to revising a last draft. If we all do our part, together as a class we will have learned more about ourselves as writers, readers, and thinkers in order to write more effectively through college and beyond.

This course, like all courses at TCU, has outcomes explaining what students should achieve in the course. The outcomes listed here are the goals we are working toward,

and the course was created to best help you meet those ends. By the end of ENGL 10803, students should demonstrate:

- ✓ the ability to write in a range of genres, using appropriate rhetorical conventions, such as:
  - Write multiple assignments in several genres, expanding their repertoire beyond predictable forms (e.g. the 5-paragraph essay)
  - Create a text with a focus, thesis, or controlling idea, provide appropriate support for claims, use conventions of format and structure appropriate to the rhetorical situation, and recognize such in others' texts
- ✓ competency in reading, quoting and citing sources, as well as competency in balancing their own voices with secondary sources, such as:
  - Find, evaluate, analyze, and synthesize appropriate primary and secondary sources to inform and situate one's own claims.
  - Critically read texts for main ideas and claims, for use of genre conventions, for rhetorical strategy, and for the position of the author.
- ✓ the ability to employ flexible strategies for generating and revising their writing, such as:
  - Write multiple revisions that might include substantive changes in ideas, structure, and supporting evidence, enabling students to experience writing as a recursive process.
  - Practice writing assignments as a series of tasks (invention, drafting, revising, editing)

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## KEYS TO SUCCESS IN THIS COURSE

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|--|--|
| ▪ Read assigned readings and bring them to class | ▪ Turn in work on time   |
| ▪ Participate meaningfully in class discussions  | ▪ Plan and work proactively (don't start assignments at the last minute) |
| ▪ Ask questions                                  | ▪ Take ownership of your intellectual growth                             |
| ▪ Complete daily work                            |  |
| ▪ Attend class regularly and punctually          |  |

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## REQUIRED TEXTS AND MATERIALS

- ✓ Ballenger, Bruce. *The Curious Writer, Brief Edition*, 4<sup>th</sup> ed.
- ✓ Harris, Muriel and Jennifer Kunka. *Writer's FAQ*, 4<sup>th</sup> ed.
- ✓ Regular access to Pearson LearningStudio for .pdf readings on Pearson LearningStudio Doc Sharing and links on webliography

- ✓ TCU email account (important class announcements will go here—you'll need to check it daily)

## REQUIREMENTS

[*Note: Except for in-class writings, everything you turn in should be typed. If you aren't submitting a hard copy, you'll name your files like this: SmithSue\_AssignmentName.docx*]

### 1) *Major Assignments*

We'll be producing four major assignments in the course totaling 20-30 pages of text. Each piece will go through subsequent drafts and revisions and can be revised throughout the semester. **Every version must be accompanied by an author's note—always (see below).** Before each assignment is due, you'll receive a detailed assignment sheet.

- Essay 1: Personal Essay
- Essay 2: Discovery Essay
- Essay 3: Definition Essay
- Essay 4: Argument Essay

### 2) *Daily Work*

Daily work includes reading assignments, in-class writings, informal out-of-class writings, pop quizzes, written feedback to peers, etc. This work, while informal, will be some of the most important work we do for the course, and while each piece is ungraded, they are a part of the grade within the portfolios (see below) in that not doing them adequately (or not doing them at all) can hamper your grade. The goal of daily writing is to generate ideas, thinking on the page, not about having a finished product.

### 3) *Drafts/Workshops*

For each major writing assignment, you will be asked to submit preliminary and revised drafts to be workshopped in small groups, by the whole class, and/or by me. Each draft should include an **author's note** explaining to readers: 1) the state of your draft (first draft, third, etc.) and what you were trying to accomplish in this draft; 2) what you think is going well; and 3) what you are having trouble with or would like advice on. Failure to bring *full* drafts when due can affect your grades for each assignment. During workshops, you are expected to read your peers' drafts carefully and provide a thoughtful, substantive response. During the semester, you will be asked to evaluate the performance of your peers as responders and these evaluations will contribute to my final evaluation of your work.

#### 4) Conference

Early in the semester, we'll meet one-on-one to discuss your goals and work for the course. When we meet, please come prepared—you will plan the agenda for our time together. Attendance is required for these conferences—if you need to reschedule, *contact me ahead of time*. Conferences will not be rescheduled due to lateness or an unexcused absence.

#### 5) Rhetorical Responses

Once for each essay assignment and your final project, you'll produce rhetorical responses. These are due at the beginning of class. The purpose of rhetorical responses is threefold: 1) to prepare you for class discussion; 2) to generate ideas for your own essays through analyzing readings; and 3) to practice writing brief analysis papers common in academic writing you'll do in college. ***Late rhetorical responses will not be accepted.*** (I will, however, take them early or via email if you know you will be gone.) Rhetorical responses should be 700-1000 words (2-3 pages); you'll upload them to Pearson LearningStudio and bring a hard copy by the beginning of class the day they are due, and they will be evaluated with a letter grade and returned to you. **Your rhetorical responses will total 15% of your grade.**

#### 6) Presentation/Final Evaluative Experience

At the end of the course, during our scheduled final exam time, you will give a five minute presentation, and part of your presentation grade will be based on asking questions of others' presentations. The presentation is meant to demonstrate the learning and thinking you've done in the course, and you'll receive more details as we move into the semester.

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## COURSE POLICIES

### Attendance

Improvement in writing is a complex process that requires lots of practice and feedback from readers. Regular attendance is necessary to your success in this course. It is a Composition Program policy that in writing workshop courses, only official university absences are excused. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. **Three weeks of unexcused absences (nine days, total) constitute grounds for failure of the course.** Absences due to illness, sleeping, and long weekends are NOT excused—they all count toward the three

weeks' absences limit. Since illness is likely at some point during the semester, students are urged to save their unexcused absences for times when you are too sick to come to class. **Absences under the three-week maximum can still affect your grade adversely.** After three unexcused absences, each additional absence will cause your final grade to drop half a letter grade (i.e.: if you are at a B and miss four classes, your grade would be a B-, with five, a C+, with six, a C, etc.) Students whose absences are due to circumstances beyond their control may appeal this policy by scheduling a meeting with the Director of Composition. Generally, the Director of Composition does not excuse additional absences without documentation. *To do well in this course, you must come to class.*

### **Evaluation**

For each major assignment of the semester, you'll turn in a first draft, and then after the second draft you'll turn in a portfolio that contains both drafts of the essay, informal work toward the essay (in-class writing, research notes and articles, etc.), and author's notes. You'll receive a "Pencil Grade" (or tentative grade) on the portfolio. You may choose to make the Pencil Grade a "Firm Grade" for the essay portfolio (meaning it will be the grade recorded for the semester), or you may choose to *substantively* revise the essay again. (Revising the essay doesn't guarantee the grade will be improved; we'll talk much more in-depth early on in the semester about making the decision whether or not to revise.)

If you want to resubmit any essay portfolio, you must first submit a half to full-page revision plan a week before the final due date for each essay portfolio (see class schedule for due dates). If you don't submit a revision plan by the deadline, your Pencil Grade will automatically become a Firm Grade for the course (Note: if you turn in a revision plan and then decide not to revise, there is not a penalty; your Pencil Grade will simply convert into a Firm Grade.). You'll receive a handout that explains in more detail how the portfolios are graded as the class gets underway. **In preparation for constructing your portfolios, please keep *all* of the writing that you do for this class—rhetorical responses, drafts (including those with my comments and those of your peers), in-class writing, etc., together.**

### **Again:**

**SAVE ALL WRITING YOU DO FOR THIS COURSE!** Make sure you save **each version** on your computer as well.

## Grades

Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class every day and doing assignments is not something that earns “extra credit” or an automatic A; it’s an expectation for being in the course. A higher than average grade will be based on: 1) the distinctive quality and development of your work; 2) consistently demonstrating critical and creative thinking in your writing; 3) on your ability to guide a piece of writing through the various stages of revision; and 4) on a willingness to take risks by exploring new subjects, genres, and techniques. Below is a breakdown of how final grades are calculated; as we move into the semester you’ll receive more detailed descriptions and we’ll talk more about how your writing is evaluated. You’ll each receive your own spreadsheet so you can track your grade throughout the semester.

Letter Grade	4.0 Scale	Quality of Work
A	4.00	Outstanding
A-	3.67	
B+	3.33	
B	3.00	Exceeds Expectations
B-	2.67	
C+	2.33	
C	2.00	Meets Expectations/Average
C-	1.67	
D+	1.33	
D	1.00	Below average/needs work
F	0	Unacceptable/Incomplete

## Grade Breakdown

Portfolio 1 (Personal Essay):	20%
Portfolio 2 (Discovery Essay):	20%
Portfolio 3 (Definition Essay):	20%
Portfolio 4 (Persuasive Essay):	20%
Rhetorical responses (4)	12% (4 @ 3% each)
Presentation	8%
<b>TOTAL</b>	<b>100%</b>

I utilize grading sheets/rubrics, and I make them available to students prior to grading via Pearson Learning Studio.

### **Tardies**

Please be on time for class. Students who are tardy (five minutes late or more) are a distraction to the whole class. ***Three tardies will equal an absence for the course.*** Keep in mind that in-class work cannot be made up.

### **Late Work**

Work will be due at the beginning of class and will be considered late thereafter. If you know you will be missing a class, you need to submit the assignment ahead of time. Late papers will be penalized one letter grade for each class period beyond the due date unless a) the student has an official university absence and b) the instructor has agreed to late submission *in advance of the due date*

*Note:* This course relies heavily on technology, so you will need to have reliable access to the internet, which is always available in several places (including the library) on campus. Problems with technology (i.e.: computer crash, printer malfunction, internet connectivity issues, etc.) are not acceptable excuses for submitting late work. Plan ahead to avoid last minute crises related to submittal of your assignments. Also, please note that some assignments related to this course will be submitted online through Pearson LearningStudio, and some of those deadlines will be due before the next day's class.

*Note:* Some due dates are not class dates; please read the course calendar carefully.

### **Class Conduct**

1. Our classroom is a place for the free exchange of ideas in an environment of mutual respect. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent.
2. Please set cell phones to silent (not merely to vibrate) and put them away during class. If a true emergency requires you to keep your phone on, please let me know before class starts.
3. Please do not use tobacco products during class, electronic entertainment devices, or sleep during class. Practice the sort of professionalism that reflects the sort of person you are and will be in the workplace.

## Office Hours

During my office hours, I will be at my desk and available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If the hours don't work for you, come make an appointment with me.

## Technologies

Please turn cell phones and any other electronics **off** during class. You'll be notified in advance if you should bring laptops to class for work; otherwise, assume you won't need them. Texting, checking Facebook, etc. from your phone or computer means you're not engaging in the daily activities of our course. If you are using your electronics during class, it will be marked in the gradebook and I'll notify you after class or via email; two violations will equal an absence for the course, and each additional violation will accrue another absence. **Thus, failure to adhere to the technology policies can impact your final grade.**

## Pearson LearningStudio Class Website

We have a course website we'll use for various activities throughout the course: some required course readings will be there; discussion threads (when applicable); sharing resources on the webliography; accessing handouts for the course; and sometimes submitting course assignments to the course dropbox. Each assignment will have specific instructions for submission.

## TCU Disability Statement (verbatim from [TCU catalog](#))

Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 11. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-7486.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at [http://www.acs.tcu.edu/disability\\_documentation.asp](http://www.acs.tcu.edu/disability_documentation.asp)

Students with emergency medical information or needing special arrangements in case a building must be evacuated should discuss this information with their instructor/professor as soon as possible.

**Academic Misconduct (Sec. 3.4 from the Student Handbook):**

Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life.

Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; Collaborating with or seeking aid from another student during a test or laboratory without permission; Knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; Substituting for another student or permitting another student to substitute for oneself;
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

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## TCU RESOURCES

**New Media Writing Studio.** | Scharbauer 2003 | [www.newmedia.tcu.edu](http://www.newmedia.tcu.edu) | newmedia@tcu.edu | 817-257-5194

The New Media Writing Studio (NMWS) is available to assist students with audio, video, multimedia, and web design projects. The Studio serves as an open lab for use by students during posted hours and has both PC and Mac computers outfitted with a range of design software. A variety of equipment is available for checkout to students whose teachers have contacted the Studio in advance. See their website for more information and a schedule of open hours.

**Center for Writing.** | Reed 419 | [www.wrt.tcu.edu](http://www.wrt.tcu.edu) | 817-257-7221

The William L. Adams Center for Writing is an instructional service with the mission of helping members of the TCU community improve their writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants work with writers on projects such as essays, theses, dissertations, books, letters of application, articles, and other creative, personal, and academic projects. In addition to serving as a friendly audience, consultants address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation. Go to their website to see their hours and make an appointment.

**IC Computer Lab** | Mary Couets Burnett Library | [www.ic.tcu.edu](http://www.ic.tcu.edu)

The Information Commons computer lab is an open use lab available to all TCU students. Access is first come, first served, with the exception of four multimedia stations that can be reserved for use at specific times if requested. Assistance is available from the Information Commons desk staff during all open hours, with additional support from either the full-time Computer Services Librarian or the full-time Computer Lab Assistant during most hours.

**TCU Computer Help Desk** | Mary Couets Burnett Library (first floor) | [www.help.tcu.edu](http://www.help.tcu.edu) | 817-257-5855

The Help Desk provides support for TCU related computing accounts and services.

**Mary Couets Burnett Library** | [www.lib.tcu.edu](http://www.lib.tcu.edu) | [reference@tcu.edu](mailto:reference@tcu.edu) | 817-257-7117

The Library provides resources and services for the research and information needs of the TCU community.