

**W131:**

Reading,  
Writing, &  
Inquiry I

Course  
syllabus

Mrs. Warner  
IUK

Room KO 111

Tuesdays &  
Thursdays

1-2:15

## Table of Contents

Course quick glance .....	3
Instructor information .....	3
Welcome to W131! .....	3
Course description: .....	3
Learning outcomes: .....	3
GenEd learning outcomes: .....	3
IU Kokomo Student Policies .....	4
Student Disability Assistance .....	4
Sexual Misconduct .....	4
Seeking help .....	5
Student Handbook .....	5
Registrar .....	5
Civility Syllabus Statement .....	5
Department of English and Language Studies Policies .....	5
Academic Honesty and Plagiarism .....	5
Required Texts .....	6
Writing Center (Student Success Center: Library: KA128).....	6
Instructional Technology.....	7
Library .....	8
Warner policies .....	8
General course policies.....	8
Technology .....	8
Class decorum.....	8
Attendance, participation, tardiness .....	9
Late assignments.....	10
Course adjustment statement .....	10
Communication .....	10
KEY trip.....	10
Grading.....	10
Course grades .....	10
Reading assignments 15% .....	10
Writing project 1: 15% .....	11
Writing project 2: 20% .....	11
Writing project 3: 20% .....	11
Writing project 4: 25% .....	11
Final exam: 5% .....	11
Grade guidelines.....	11
A essays .....	11

## English W131 | Fall 2019 | Syllabus

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B essays .....	12
C essays .....	13
D essays .....	13
F essays .....	13
Course schedule .....	14
Important dates .....	14
Daily Schedule Class Sessions (homework is in bold) .....	14

## Course quick glance

English W131-#30425  
Reading, Writing, & Inquiry I  
TR 1-2:15 pm, Room KO111

## Instructor information

Instructor: Martha Warner  
Email: mbugher@iuk.edu  
Office hours: By appointment

## Welcome to W131!

ENG-W 131 (Reading, Writing, & Inquiry I)—revised May 2019

### Course description:

ENG-W 131 teaches skills of critical reading, thinking, and writing to help students meaningfully engage artifacts, events, and issues in our world. The course builds students' abilities to read written and cultural texts critically; to analyze those texts in ways that engage both students' own experiences and the perspectives of others; and to write about those texts for a range of readers and purposes as a means of participating in broader academic conversations. Assignments emphasize the analysis and synthesis of sources in the process of making and developing claims.

### Learning outcomes:

- Demonstrate an understanding of the writing process
- Exhibit control over one's audience and purpose given the nature of the assignment
- Demonstrate responsible use of borrowing while avoiding plagiarism
- Demonstrate an understanding of the expectations for the following types of writing: summary, analysis, and argument
- Demonstrate an understanding of the unique expectations for impromptu essays
- Employ the techniques of critical reading and rhetorical analysis
- Demonstrate satisfactory knowledge of writing conventions
- Demonstrate an ability to utilize IUCAT and Academic Search Premier for the purpose of identifying and locating sources

### GenEd learning outcomes:

ENG-W 131 meets the general education requirements for written communication, which is in the **Foundations** category.

- 1.1. Produce texts that use appropriate formats, genre conventions, and documentation styles while controlling tone, syntax, grammar, and spelling.
- 1.2. Demonstrate an understanding of writing as a social and ethical process that includes multiple drafts, collaboration, and reflection.

- 1.3. Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.
- 1.4. Demonstrate an understanding of writing assignments as a series of tasks including identifying and evaluating useful and reliable outside sources.
- 1.5. Develop, assert and support a focused thesis with appropriate reasoning and adequate evidence.
- 1.6. Compose texts that exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention.
- 1.7. Demonstrate proficiency in reading, evaluating, analyzing, and integrating information collected from a variety of formats and media.

## IU Kokomo Student Policies

### **Student Disability Assistance**

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental, physical, emotional, learning, chronic health, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; captions and alternate media for print materials may take three or more weeks to get produced. Please contact the [campus accessibility office](#) as soon as possible if accommodations are needed. If you have a documented disability on file with the Office of Disability Services, it is important that you let me know as soon as possible, so we can discuss arrangements for your success in this course.

### **Sexual Misconduct**

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help.

Federal regulations and University policy require me to promptly convey any information about potential sexual misconduct to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit [stopsexualviolence.iu.edu](http://stopsexualviolence.iu.edu) to learn more.

### **Seeking help**

If you are seeking help and would like to speak to someone confidentially, you can make an appointment with Beth Barnett, Room KC234, Kelley Student Center, 765-455-9553. More information about available local resources can be found [here](#).

Students often find themselves in situations that seem hopeless but simply need a monetary solution. IU Kokomo has established a fund to help students in these situations. Find out more about the student in crisis fund [here](#)

### **Student Handbook**

The [student handbook](#) has a complete list of policies and regulations at Indiana University Kokomo.

### **Registrar**

The [Registrar's Office](#) will have dates and information that you will likely need throughout the semester.

### **Civility Syllabus Statement**

Indiana University Kokomo encourages a climate of respect and inclusiveness that welcomes and embraces community members with diverse backgrounds and life experiences; deliberately seeks multiple perspectives; and supports the free and open exchange of ideas and civil discourse. Our community encompasses the life of the classroom including but not limited to an engagement in student life, service learning, travel abroad, and social media reflections. This community will thrive when we approach each interaction and conversation with an open mind and when each member respects the inherent dignity and worth of all people. Respect and civility should therefore be afforded to all individuals regardless of age, disability, educational background, family status, gender, gender identity and expression, nationality, race/ ethnicity, religion, position, sex, sexual orientation, socioeconomic level, or veteran status at Indiana University Kokomo. Read more [here](#).

## Department of English and Language Studies Policies

### **Academic Honesty and Plagiarism**

"A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgement. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following: (a) quotes another person's actual words, either oral or written; (b) paraphrases another person's words,

either oral or written; (c) uses another person's idea, theory, or material unless information is common knowledge."

*Source: Indiana University Code of Student Ethics. (Note that "intent" is not a factor here.)*

**Double dipping**, or submitting a writing project for two or more courses (whether they're IUK courses or not), constitutes plagiarism and will result in a grade of zero and possible disciplinary action. If you have an idea for a writing project from another class that you would like to further develop in this class, please consult with me. I'm more than willing to help you develop your ideas and plan writing projects that will do work for you, but simply *submitting the same essay for multiple classes is not acceptable under any circumstances.*

Knowing the boundaries between acceptable and unacceptable uses of other's work, texts, or ideas can be tricky, and we will spend some time in class discussing the boundaries of acceptable use, the nature of research, and when, where, and how to appropriately document source materials.

For more information from the department, please look [here](#).

### Required Texts

ENG-W 131 at IU Kokomo uses a textbook bundle containing the three texts listed below. You can purchase these individually or as a bundle. The ISBN for the bundle is **978-0-393-43409-5**.

- Lunsford, Andrea, et al., eds. *Everyone's an Author: with Readings*. **2nd. ed.** Norton, 2017. ISBN: 978-0-393-61746-7
- Graff, Gerald and Cathy Birkenstein. *They Say, I Say: The Moves that Matter in Academic Writing*. **4th. ed.** Norton, 2014. ISBN: 978-0-393-63167-8
- Bullock, Richard, Michael Brody, and Francine Weinberg. *The Little Seagull Handbook*. **3rd. ed.** Norton, 2017. ISBN: 978-0-393-60264-7

These three texts are required for students in all sections of ENG-W 131 and W132/W221; you can find copies at the IU Kokomo Bookstore. You **must** purchase the print version of the text. You may find some used copies online, but they need to be the same editions as above. We will begin using the textbooks in Week 2, so please purchase them as soon as possible.

### Writing Center (Student Success Center: Library: KA128)

The mission of the IU Kokomo Writing Center is to enhance student academic success and, thereby, student retention. The staff of the Writing

Center work to provide an assessment of and academic support for student writing skills in all disciplines through the creation of a caring and friendly environment conducive to learning. The Writing Center and its staff work in conjunction with the library staff to enhance students' understanding of writing and conducting research in an academic environment. Note that the Writing Center is for more than just writing. They can look over citations, which need to be used for speeches and for projects.

Additionally, the Writing Center provides the following services:

- ESL and Spanish tutoring
- One-on-one tutoring sessions
- Workshops
- Reference Materials

The IU Kokomo Writing Center fall hours:

- Monday through Thursday, 9am to 7pm,
- Friday, 10am to 3pm, and
- Saturday, 12pm to 3pm

Remember, many of IU Kokomo's best students understand that seeking out a response to their writing is a necessary part of the learning/writing process. The services are not just for students who are struggling with writing but also for those students who are proficient writers themselves and are looking to improve. The tutors are from a variety of disciplines, and they have all taken ENG-W 131 and ENG-W 132, so they are prepared to help with assignments specific to those courses as well as a variety of others at all levels. Stop by or call 765-455-9425 for a 30-minute appointment.

### **Instructional Technology**

This course requires access to the IU Kokomo computer network, access to the Canvas course management system, and some basic familiarity with technology. The IU Kokomo Instructional Technology department (IT) provides guidelines for hardware and software for all students. This course requires primarily word processing (MS Word 2007, 2010, 2013, or 2016), printing capabilities, and access to Canvas. Click [here](#) for free downloads and discount prices on hardware and software exclusively for IU students.

Students should contact the [IU Kokomo Helpdesk](#) with all technical questions. The Helpdesk offers superb technical support to faculty, staff, and students. You can email a request to the Helpdesk at [kohelp@iuk.edu](mailto:kohelp@iuk.edu) or call 765-455-9315. Local phone and walk-up support at the Helpdesk in the Library is available Monday through Friday from 8:00am to 5:00pm. If you're having any technical difficulties, please contact both me and the Helpdesk right away, so we can get your problem solved.

### Library

The library is a hub with a wealth of information, services, and space. Consider using the study rooms for a quiet space to work. Use the computers to work on homework. Use the librarians to find information. The library hours are listed [here](#). We will have a customized session with the library later in the course.

### Warner policies

#### General course policies

The course policies were drafted with the underlying belief that **all students** are responsible adults who fully expect to endure the consequences of their choices and who are committed to reaping the greatest possible educational benefit from their experiences at Indiana University. **\*PLEASE NOTE:** Your instructor retains the right to modify these course policies as he or she deems necessary for optimal class performance.

#### Technology

**Be courteous and sensible** with your smart phones, laptops, tablets, and other mobile devices. There are important, practical advantages to be gained by “unplugging,” by experiencing the passage of time as well as conversation and interaction the way previous generations did: face-to-face and in real-time. [Research suggests](#) that students who leave their mobile devices and laptops in their bags actually perform better academically. Opportunities to unplug are increasingly rare; let’s pledge to use our time together this semester for discussion, reflection, and exploration instead of Instagram, SnapChat, Facebook, or shopping sites.

**\*We will use the computers in our computer lab throughout the semester for a great many purposes, but please do not “plug in” until I tell you to do so.**

#### Class decorum

Class discussions often involve personal stories and self-disclosure. As a matter of courtesy, do not discuss any other student’s personal information outside of this class. Likewise, do not choose topics for assignments that would cause you embarrassment or discomfort when shared with others.

Students are encouraged to present their opinions in a forthright manner, discuss topics objectively, and refrain from personal attacks or judgmental behaviors. *It is entirely possible that you will hear views and opinions with which you disagree.* If you feel that you may be unable to discuss or hear about potentially sensitive topics without maintaining your composure, then

perhaps this is not a good time for you to participate in a college class. Remember that we are here to challenge ourselves intellectually—not to convert others to our ways of thinking.

Students should be aware that each person's behavior and attitude affect the learning process for everyone in the class. Students who do not appear to be taking the class seriously, or who are disrupting the learning process for others, may receive a lowered grade.

### **Attendance, participation, tardiness**

While there will be some lecture in this course, this is definitely *not* a lecture-only course. Ongoing, stimulating class discussions and in-class group activities are vital to the success of this course and to your overall learning experience. It's important that you come to class each time we meet, complete all assigned readings each week, take time to reflect on what you've read (and then go back and re-read), take careful notes on the readings, ask questions, and participate actively and enthusiastically in class discussions and in-class exercises.

When you miss class, you miss important information, activities, ideas, in-class writings, instructions, videos, interactions, etc. that simply can't be made up. Furthermore, when you miss class, your classmates and I miss your input and ideas. If you are absent, you are responsible for finding out what we covered in class and for submitting in advance any assignments due on that day. I reserve the right to change the course schedule at any time, and it is your responsibility to stay on top of these changes.

Your course grade will drop by one letter grade (10%) if you miss more than 10% of our classes (**or 4 class meetings**); you will fail the course if you miss more than 25% of our classes (**8 class periods**). If an emergency forces you to miss several class periods, speak with me as soon as possible. If you need to miss a class to complete an assignment, let me know as far in advance as possible. It will not count against you if I know **before** the event, but it will count against you if I do not find out until **after** the event.

**Excessive lateness** to class will not be tolerated under any circumstances. If you are unable to make it to class before or at 11:30 pm each Tuesday and Thursday, then you should consider taking another section of S121. Each time you come to class late, I will mark you as such in the Attendance tab in Canvas. **Showing up late to two classes = one absence.** Keep track of your absences and tardiness in the Attendance tab. Excessive lateness will also negatively impact your class participation grades (see "Attendance, participation, tardiness" above).

### **Late assignments**

Late work will not be accepted under most circumstances. If an emergency forces you to miss class, let me know as soon as is reasonable so that we can discuss your options.

### **Course adjustment statement**

The instructor retains the prerogative to change or adjust the course syllabus to best accommodate the pace, progression, and needs of students.

Part of my job this semester is to act as your coach, which from time to time will mean motivating you, pushing you out of your comfort zone, and critiquing your work. I will always do so with a spirit of kindness and patience—all I ask is that you meet me (at least) halfway. I'm excited about learning more about each of you and your communication styles/processes.

### **Communication**

Communication is essential for your success in this (your communications) course. You must communicate with me often, but one of our greatest opportunities lies with communicating with our peers. Take advantage of the opportunity to meet others and expand your circle of support. You can never have too much.

### **KEY trip**

One of the greatest benefits of a smaller campus like IUK is the wealth of opportunities at your fingertips. One of the most amazing opportunities is through the Kokomo Experience and You (KEY) program. One of this year's KEY trips is to Chicago, Illinois with Mrs. Warner. We will travel to Chicago on a bus for a day of improvisation training, a night in a hotel before a trip to several local venues, including the Chicago Art Institute and an evening performance with Shane Koyczan. We will return to Kokomo, but Shane Koyczan is coming to campus to perform at IUK. These events cost little to nothing. Find out more about KEY trips [here](#).

### **Grading**

#### **Course grades**

*Reading assignments 15%*

A large portion of this course will be reading process, practice, and comprehension. You will complete reading logs and quizzes, but most of this grade will be made of your discussion and participation with reading activities. We will discuss what good discussion and participation are early in the course.

## *Writing project 1: 15%*

The first writing project is a summary writing. The summary writing will be 3-5 pages. You will read a piece and summarize it in MLA format. Details to come.

## *Writing project 2: 20%*

The second writing project is a comparative analysis. The comparative analysis will be 4-6 pages. You will read a piece of literature and watch a video of the same piece of literature. You will analyze those two pieces. Details to come.

## *Writing project 3: 20%*

The third writing project is an argument. The argument will be 5-7 pages. You will argue a focused topic in APA format. Details to come.

## *Writing project 4: 25%*

The final writing project is a researched, argument essay. The argument essay will be 6-8 pages. You will have a range of topics that are off-limits, but you will work to find a topic of interest to you in APA format. Details to come.

## *Final exam: 5%*

The final exam will be a comprehensive exam and writing sample.

Course grades will be assigned based on points earned in the class using the following scale:

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- 90-93%	B- 80-82%	C- 70-72%	D- 60-62%
F 0-60%			

## **Grade guidelines**

In this class, you are working to improve your writing in five major areas: rhetorical stance, focus, development, organization, and style. Although the description following each criterion may change slightly as you write different types of papers, the basic criteria remain the same.

### *A essays*

Rhetorical Stance: The writing has excellent balance of voice, subject, and purpose; and the paper has sense of audience.

Focus: These essays have a clearly identifiable main idea, thesis, or claim. The writer's purposes are appropriate for the writing situation. Promises made to the reader early are kept. Expectations for the reader are set and then met. Ideas, examples, and reasons developed in the body of the paper clearly relate to the focus.

Development: These essays have ample supporting evidence, sensory details, specific examples, statistics, quotations, or other data. Supporting evidence immediately follows the writer's assertions. The writer shows rather than just tells. Appropriate research (personal experience, interviews, surveys, library sources) supports the writer's main idea, thesis, or claim. The writer shows how or why the evidence is relevant to the main idea or claim.

Organization: The ideas and paragraphs proceed in some logical and apparent sequence or pattern. The writer uses sufficient audience cues to let the reader know what has been discussed, what is being discussed, or what will be discussed. Attention-getting titles and leads, essay maps, summary and forecasting statements, paragraph hooks, transition words or phrases, and effective conclusions guide the reader from the beginning to the end.

Style: These papers have appropriate voice and tone, as well as effective sentences and word choice. The style is appropriate for the purpose and audience. In addition, these papers avoid problems in usage, grammar, punctuation, mechanics, and spelling that interfere with the writer's ideas or distract from the audience's pleasure in reading. The student maintains formal academic writing style throughout.

### *B essays*

Rhetorical Stance: The writing has good balance in voice, subject, and purpose, and the writer has shown a sense of audience.

Focus: These essays have a clearly identifiable main idea, thesis, or claim. Promises made to the reader are fulfilled. Deficiencies in focus may exist, but the overall purpose is still clear.

Development: These essays have good supporting evidence. Typically, support may be thin or deficient in spots, but relevant evidence supports assertions or general statements.

Organization: The ideas and paragraphs proceed in some logical and apparent sequence or pattern. Occasional deficiencies in audience cues may exist, but the overall shape is clear to the reader.

Style: Typically, these papers communicate clearly; but the voice may not be as clear as preferred; or a few deficiencies in sentence structure, word choice, grammar, or punctuation exist. The student maintains formal academic writing style.

### C essays

Rhetorical Stance: Writing has rhetorical purpose, but it may have some problems balancing voice, subject, purpose, and sense of audience.

Focus: These essays have a clearly identifiable main idea, thesis, or claim. Often, though, these essays shift the focus at some point in the essay.

Development: Typically, these essays do have some supporting evidence, but some evidence is not relevant; or some assertions or general statements are left unsupported.

Organization: Often, an overall pattern or sequence may exist, but the writer has made little effort to guide the reader through the major ideas.

Style: Sometimes, these papers have a lackluster style, appearing to be written mechanically to fulfill an assignment rather than directed to a specific audience. Distracting sentence errors may interfere with communication. Formal academic writing style is used, but some deficiencies remain.

### D essays

A "D" essay is deficient in three of the five criteria or has one major flaw that seriously disrupts communication.

### F essays

An "F" essay has severe problems in rhetorical stance, focus, development, organization, or style. The essay does not communicate successfully with the audience or meet minimal expectations. Often, the essay is a writer's early draft that shows little or no collecting, shaping, or revising.

## Course schedule

The last few pages are the course calendar. The calendar includes homework (in bold) and general information for each class sessions. Review it carefully.

### Important dates

Tuesday, August 27: first day of class

Thursday, October 3-4 (KEY trip): NO CLASS

Saturday, October 5: Shane Koyczan performance on campus

Tuesday, October 22 (Fall break): NO CLASS

Thursday, November 28 (Thanksgiving): NO CLASS

Tuesday, December 17: last day of class (final exam)

### Daily Schedule Class Sessions (homework is in bold)

- i Session 1—August 27: Introductions, Syllabus
  - i **Review syllabus**
- i Session 2—August 29: syllabus quiz & diagnostic
  - i **Read Chapter 35 (EA)**

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- i Session 3—September 3: academic reading & reading process
  - i **Prepare chapter presentations (EA 1-2-3-TS 12/14)**
- i Session 4— September 5: summary reading & rhetoric
  - i **Read Chapters 4 & 7-9 (EA)**

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- i Session 5— September 10: academic writing & writing process (**WP1**)
  - i **Read article and outline essay**
- i Session 6— September 12: collaborative groups & drafting
  - i **Complete draft**

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- i Session 7—September 17: one-on-one conference
- i Session 8—September 19: one-on-one conference
  - i **Complete final draft & Read Chapter 9 (TS)**

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- i Session 9—September 24: reflection & voice
  - i **Prepare chapter presentations (EA 12-13-29/30 & TS 15)**
- i Session 10—September 26: literary reading & analysis (**WP2**)
  - i **Select piece**

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- i Session 11—October 1: DigiPo presentation
  - i **Complete outline**
- i Session 12—October 3: KEY trip
  - i **Go to Shane Koyczan presentation!**

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- i Session 13—October 8: collaborative groups & structure discussion
- i Session 14—October 10: flex day
  - i **Complete draft**

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- i Session 15—October 15: one-on-one conference
- i Session 16—October 17: one-on-one conference

- 1 Session 17—October 22: FALL BREAK: NO CLASS  
📄 **Complete final draft**
- 1 Session 18—October 24: reflection & reading  
📄 **Prepare chapter presentations (EA 11-17-18-TS 13)**

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- 1 Session 19—October 29: arguments (**WP3**)  
📄 **Read Chapter 20 (EA)**
- 1 Session 20—October 31: stance & research  
📄 **Make a list of topics**

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- 1 Session 21—November 5: research/library visit  
📄 **Prepare chapter presentations (EA 21-22-23-26)**
- 1 Session 22—November 7: managing research  
📄 **Complete outline**

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- 1 Session 23—November 12: collaborative groups  
📄 **Complete draft**
- 1 Session 24—November 14: one-on-one conference

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- 1 Session 25—November 19: one-on-one conference  
📄 **Complete final draft**
- 1 Session 26—November 21: reflection & topic selection (**WP4**)

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- 1 Session 27—November 26: questions & research
- 1 Session 28—November 28: THANKSGIVING BREAK: NO CLASS  
📄 **Complete formal outline**

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- 1 Session 29—December 3: flex day  
📄 **Complete first draft**
- 1 Session 30—December 5: one-on-one conferences

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- 1 Session 31—December 10: one-on-one conferences  
📄 **Complete final draft**
- 1 Session 32—December 12: reflection & final review  
📄 **Read Chapter 36**

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- 1 FINAL EXAM—December 17 (1-3): Final exam

*This syllabus was prepared August 2019*