

# English 10803.012: Writing as Inquiry

Fall 2017

## Course Objectives

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 learn about ourselves as writers, readers, and thinkers as well as learn how to write effectively in 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)

**Instructor**  
Sara Kelm

**Office**  
Reed Hall 402

**Office Hours**  
MW 10-11a  
T 11a-12p  
*& by appointment*

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**Course Information**  
ENGL 10803.012  
MWF 9:00-9:50a  
WSH 215

**Final Exam**  
Monday, Dec. 11  
8-10:30a

*All course policies, guidelines, and regulations are subject to change at the instructor's discretion.*

## Course Materials

### Texts:

Ballenger, *The Curious Writer*, Brief 5th Ed. (w/ MLA Update) Revel ebook or loose leaf ed.  
Other readings posted on D2L

### Materials:

A notebook or paper for in-class writing assignments, plus a folder for handouts  
A two-pocket folder for turning in essay portfolios

To access the course textbook site, go here:  
<https://console.pearson.com/enrollment/jdvif6>  
(Use Google Chrome)

## Course Projects and Requirements

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**Major Projects:** There are five major projects. Written work should be formatted according to MLA guidelines, and final drafts will be submitted both in class and on our course site in D2L. Each piece will go through multiple drafts and revisions. Every version must always be accompanied by an author's note (see below). Before each assignment is due, you'll receive a detailed assignment sheet.

*Your final course grade will be based on the following percentages:*

Unit I: "This I Believe" Script and Podcast	10%
Unit II: Profile of a Place with Visuals	20%
Unit III: Discovery Essay	20%
Unit IV: Argument Essay	20%
Unit V: Rhetorical Revision and Presentation	10%
Rhetorical Analysis Papers (RAPs) 1-5	15%
Participation (reading quizzes, in-class activities)	5%

**Process Work:** Process work includes reading assignments, in-class writings, informal out-of-class writings, 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 (often) included in each project portfolio and (always) part of the overall project grade. Not doing them adequately—or not doing them at all—can hamper your grade.

**Workshops and Author's Notes:** 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 submit *full* drafts when due can affect your grade for each assignment. In preparation for workshops, you are expected to read your peers' drafts carefully and provide a thoughtful, substantive response both verbally and in writing. These responses will contribute to my final evaluation of your work.

**Conferences:** 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. Additionally, you are always welcome to meet with me during office hours.

**Participation:** Participation is largely based on reading quizzes (completed online through our Pearson Revel site) and your work in class: discussions based on reading, short informal writing assignments, group work, and peer revision. Simply being physically present is not enough; you must engage with the material and other class members.

**Rhetorical Analysis Papers (RAPs):** Once for each major assignment, you'll produce Rhetorical Analysis Papers (RAPs). The purpose of RAPs 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 RAPS WILL NOT BE ACCEPTED.** (I will gladly take them early if you know you will be gone. If you have special circumstances impacting submitting your RAP, please contact me ahead of time.) You'll upload your RAPs to D2L and turn in a hard copy at the beginning of class the day they are due.

**Final Evaluative Experience: Rhetorical Revision, Presentation, and Final RAP:** Your final evaluative experience has three parts: you will 1) revise your argument essay into a new form for a public audience; 2) write a final RAP that analyzes the rhetorical choices you made and conveys your understanding of the rhetorical situation; and 3) share your Rhetorical Revision in a 5-minute class presentation. **MAKE SURE YOUR HOLIDAY TRAVEL PLANS TAKE INTO ACCOUNT YOUR FINAL EXAM TIME, as you will not be able to reschedule your presentation.**

## Evaluation and Grading

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For each major project of the semester, you'll complete multiple drafts and then turn in a portfolio that contains all drafts of the essay, informal work toward the essay (in-class writing, research notes and articles, etc.), and author's notes. In preparation for constructing your portfolios, please save *all* of the writing that you do for this class together. SAVE ALL WRITING YOU DO FOR THIS COURSE! Make sure you save **each version** on your computer as well. The final draft must be submitted both online through D2L and in hard copy at the beginning of class on the day the project is due.

When you submit projects on D2L, name your files like this:  
LastNameFirstName\_AssignmentName.docx

**Grades:** Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class every day and completing assignments is not something that earns extra credit or an outstanding grade; it is a basic expectation for coursework. 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) your ability to guide a piece of writing through the various stages of revision; and 4) a willingness to take risks by exploring new subjects, genres, and techniques.

**Revision:** For Essays 1 (This I Believe), 2 (Profile), and 3 (Discovery), 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 revise your essay, you must first submit a detailed revision plan and schedule a conference with me within a week after receiving your grade. Revisions must be submitted within two weeks of receiving your graded portfolio. If you submitted your original portfolio late, the late penalty will still apply to the revised essay. (Note: if you turn in a revision plan and then decide not to revise, there is no penalty.) *I reserve the right to require revisions in cases where work is unsatisfactory.*

You are always welcome to talk to me about a grade received on an assignment. However, **you must wait 24 hours before coming to talk to me during office hours.**

### Assessment of Core Courses

During academic year 2017-2018, TCU's composition program will be assessing ENGL 10803 and ENGL 20803 courses to determine how well students are meeting the stated learning outcomes (on first page of syllabus). To facilitate assessment, students will be required to submit drafts and final versions of their work to their course websites (D2L). A representative sample of student writing, with identifying information removed, will be drawn from all submitted work and assessed. In addition, students will be asked near the end of the semester to complete a survey describing their experience in the course. Your participation in assessment is essential to strengthening the quality of writing instruction at TCU.

*Your projects will be graded on the following grading scale:*

<b>A</b>	93 – 100%	Excellent
<b>A-</b>	90 – 92.9%	
<b>B+</b>	87 – 89.9%	
<b>B</b>	83 – 86.9%	Good
<b>B-</b>	80 – 82.9%	
<b>C+</b>	77 – 79.9%	
<b>C</b>	73 – 76.9%	Satisfactory
<b>C-</b>	70 – 72.9%	
<b>D+</b>	67 – 69.9%	
<b>D</b>	63 – 66.9%	Unsatisfactory
<b>D-</b>	60 – 62.9%	
<b>F</b>	59.9% or below	Unacceptable/Incomplete

## Attendance Policy

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Improvement in writing is a complex process that requires much practice and feedback from readers. Regular attendance is necessary to your success in this course.

**Excused Absences:** It is a Composition Program policy that in writing workshop courses, only official university absences are excused (and you are responsible for bringing me notification of university absences *before* the event). Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules and turn in work *in advance*. **You are responsible for the material you miss because of an absence.** Check D2L to review PowerPoints and assignments, and be prepared for the next class period.

**Unexcused Absences: Three weeks of unexcused absences (9 classes total) constitute grounds for failure of the course.** Absences due to sleeping in and long weekends are NOT excused--they all count toward the three weeks' absences limit. Other ways of accumulating unexcused absences are (1) sleeping in class, (2) working on assignments not related to ENG 1304 while in class or using an electronic device without permission, (3) failing to attend the entire class meeting by arriving more than ten minutes late or leaving class early. You are responsible for keeping track of your absences and tardies. Since illness is likely at some point during the semester, I urge you to save your unexcused absences for times when you are too sick to come to class (and please don't come to class when you are ill). Students whose absences are due to circumstances beyond their control should contact me right away, and students may appeal this policy by scheduling a meeting with the Director of Composition. Tldr; to do well in this course, you must come to class.

**Tardies:** Do not be late. **Three tardies will equal one absence.** Additionally, if you are more than ten minutes late, I will count you absent. If you leave early, I will count you absent.

**Late Work:** All work will be due at the beginning of class. RAPs will not be accepted late. Late major assignments will lose one half of a letter grade for each day that they are late. The assignment is not turned in until all documents (both electronic and paper) are handed in. If the assignment is turned in after class on the day it is due, the highest it may receive is a 90%. Each day after that, it will lose half a letter grade (for example, if a paper is due Monday but is not turned in until Thursday, the highest grade the paper may earn is a C+ [78%]). In extenuating circumstances or in the case of excused absences, the student should make arrangements with me as soon as those circumstances are known, i.e. *in advance of the due date*.

**Technology and Late Work:** 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 submitting assignments. Also, please note that many assignments related to this course will be submitted online through D2L, and some of those deadlines will be due before the next day's class.

### Keys to Success in this Course

- ✓ Carefully read assigned readings and bring them to class
- ✓ Participate meaningfully in discussions
- ✓ Ask questions in or out of class
- ✓ Attend class regularly and punctually
- ✓ Complete process work
- ✓ Turn in work on time
- ✓ Plan and work proactively (don't start assignments at the last minute)
- ✓ Stay off devices during class (no texting or browsing online)

## Classroom Policies

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- **Classroom Community:** Our classroom is a place for the free exchange of ideas in an environment of mutual respect, so whether or not you accept your classmates' beliefs, you need to listen respectfully and respond in a constructive manner that supports the goals of the class. Be prepared to have your ideas and beliefs challenged in respectful ways. You are invited to bring all of your identity into this class, while recognizing that others will do the same. Make no assumptions about the identities and beliefs of your colleagues. Be aware of the words you use and how you use them. Racist, homophobic, classist, ableist, and/or other discriminatory language (especially in regards to religion and culture) will not be tolerated. Students whose behavior distracts or disrespects others will be asked to leave the class and will be counted absent.
- **Office Hours:** While I expect to be on campus during my office hours each week, I occasionally use that time to run errands around campus. Thus, it would be wise to send an email and let me know if you are planning to stop by during my office hours. That way, I can be sure to be available. If we have set up a meeting or conference and you do not attend, I reserve the right to award you an unexcused absence.
- **Sustenance:** No food or drinks are allowed in the classroom. That said, as long as you are *extremely* careful, I will make exceptions for water, coffee/tea, and energy bars. If there are any issues, I will rescind this offer.
- **Technology:** As our textbook is an online text, you may bring your computers or tablets to class. Texting or using devices for anything other than designated class work means you're not engaging in the daily activities of our course, and succeeding in the course will be difficult as a result. When appropriate, you may take notes or complete in-class work on your computer, but please keep all other screens closed. If using the computer distracts you or those near you from focusing on class work, I reserve the right to ask you to put away your electronic device for the day. All cell phones should be turned to silent or airplane mode during class unless instructed otherwise. Any student caught using their cell phone during class for something other than classwork may be counted absent for the day without warning. Also, expect electronics to break when you need them most. Back up your work regularly on GoogleDrive, Box, or a USB drive.
- **Readings:** Whenever there are assigned readings, you must bring a copy of the reading to class, whether the reading is from the textbook, a link, or a PDF posted to D2L. If you do not have the reading required for discussion during class time, you may lose credit for participation for the day.
- **E-mail:** The majority of my communication will come through e-mail. I expect you to **check your TCU e-mail daily**, and you can expect me to do the same. E-mails to me and your colleagues should be professional and polite, with a subject, a greeting and a closing. I reserve the right to not respond to e-mails that do not follow this professional format. I do not often respond to emails between the hours of 7 PM and 8 AM, so if to ensure a timely response from me, email me during business hours.
- **D2L:** All materials for this course will be uploaded to D2L, accessible through <http://d2l.tcu.edu>. There you can find assignments, required course readings, in-class activities, student drafts for peer response, and grades. Please follow directions (given in class) for uploading and accessing our D2L site.

### **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. Contact the [Center for Academic Services](#) at (817) 257-7486 for more information.



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 (see [TCU Undergraduate Catalog](#)):**

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:* 1) Copying from another student's test paper, laboratory report, other report, or computer files and listings; 2) Using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; 3) Collaborating with or seeking aid from another student during a test or laboratory without permission; 4) 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; 5) 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.
- *Fabrication and falsification:* Unauthorized alteration or invention of any information or citation in an academic exercise. Falsification involves altering information for use in any academic exercise. Fabrication involves inventing or counterfeiting information for use in any academic exercise.
- *Multiple submission:* The submission by the same individual of substantial portions of the same academic work (including oral reports) for credit more than once in the same or another class without authorization.

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## TCU RESOURCES

- [New Media Writing Studio](#) | Scharbauer 2003 | [newmedia@tcu.edu](mailto:newmedia@tcu.edu) | 817-257-5194 | Available to assist students with audio, video, multimedia, and web design projects. The NMWS an open lab for use by students during posted hours and is outfitted with a range of design software. See their website for more information and a schedule of open hours.
- [William L. Adams Center for Writing](#) | Reed 419 | 817-257-7221 | An instructional service with the mission of helping improve writing. Consultants offer feedback on writing projects to students, staff, and faculty from all academic disciplines. Consultants serve as a friendly audience and address any issue a writer would like to discuss, though consultations often focus on topic generation, organization of ideas, style, clarity, and documentation.
- [TCU Computer Help](#) | 817-257-5855 | IT provides support for TCU computing accounts and services.
- [Mary Coutts Burnett Library](#) | [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.
- [TCU: Student Affairs | Counseling & Mental Health Center](#) | 817-257-7863 | Promoting psychological health, well-being, and resources for TCU students to cope with personal and academic challenges.
- [TCU Sexual Assault Statement](#) | Procedures to follow if you witness or experience sexual assault.