

Rowan University | Department of Writing Arts
Intensive College Composition 1 | Fall 2019

Instructor: Prof. Katie Budris
Office: 260 Victoria, office 405

Email address: budris@rowan.edu
Office Hours: Mon/Wed 11:30-12:30pm
Tues/Thurs 2:00-4:00pm

Course Website: <http://budriscc1.weebly.com>

Meeting Times: Monday/Wednesday 9:30-10:45pm in James Hall 2099
Thursday Studio Sessions in Writing Center (Library 131)

Intensive College Composition I introduces students to a variety of writing forms and emphasizes writing as a recursive process of exploring, researching, drafting, and revising. Students produce purposeful, literate, well-developed, and informed writing that requires critical reading, thinking, and writing activities. The course also emphasizes the responsible evaluation and use of information. This course fulfills the first of the two-course general education requirements, and students who are successful in this course move on to College Composition II.

Through assignments both inside and outside of the classroom, you will work towards achieving the outcomes associated with the [Core Values of the First-Year Writing Program](#). Work will be done individually, with the instructor, and along with other members of the class. You will submit a final portfolio that demonstrates you have reached these goals and learned that writing is a recursive process, which involves more than just sitting down in front of a blank computer screen and starting to type.

By the end of the semester, you should be able to:

- Closely read texts to examine how writers create meaning and identify strategies writers use to engage with their audiences.
- Use rhetorical vocabulary to discuss writing and communication.
- Explore issues and questions raised by readings to develop your own ideas and enter into a conversation with other authors.
- Write in response to a rhetorical situation (i.e., consider your purpose, audience, and context), making strategic choices in relation to content, structure and organization, reasoning and evidence, style, and language to help meet the goal/purpose of your work.
- Make a genuine attempt to listen to the points of view of others (both those you agree with and those you disagree with), accurately represent those other points of view in your writing, and use those other points of view to challenge your own thinking.
- Find, evaluate, and use source material that suits your writing purpose.
- Incorporate information and the ideas of others into your writing in ways that are both purposeful and ethical.
- Understand that word and language choices have power and consequences, recognize how such choices influence a reader's experience and understanding of a text, as well as a writer's intent, and make intentional choices about language after considering the potential effects.
- Meet academic expectations for documenting/citing source material.
- Use a writing process to generate ideas, plan, draft, critically review your own work, respond to feedback from readers, rewrite, revise, edit, and proofread to create a polished piece of writing.
- Revise your own writing effectively, understand the difference between local and global revision, and understand how to utilize outside resources to improve writing (e.g., your instructor, your peers, the Writing Center).

All criteria for **Intensive College Composition I** are identical to those for **College Composition I**. The only distinction is an additional credit hour that allows for supplemental support during a "Studio" session at the Writing Center.

Intensive College Composition and the Studio Model

The Studio Model of Intensive College Composition I was created by the faculty of the Writing Arts Department in conjunction with the staff of Rowan University's Writing Center in an effort to expand the writing experiences for our students. Our Studio Model evolved from writing center and composition theory advocating for a place or a "3rd Space" other than a writing classroom where students can share, create, critique and discuss their writing at any stage of the process (Grego/Thompson). While the Intensive Composition students master the same core values as our other first year writing courses, they do so in a unique setting. The studio sessions, held in the Rowan's Writing Center, provide students in Intensive courses an opportunity to work through the writing process both in and out of the classroom.

All Intensive College Composition I courses meet 3 days a week. However, as members of a 4 credit *Studio Class*, you will meet with your composition instructor on 2 of the 3 scheduled class days. On the third day, students meet in a small group led by a writing tutor in the Writing Center. The small groups consist of 3 or 4 classmates. Group sessions occur in one-hour periods between 9:00 am-8:30pm. Once you've been assigned a studio group and a session time slot, this becomes a *permanent appointment* throughout the semester. Please be aware that your writing center session may occur at a different time than the regularly scheduled class time. (Ex. MWR class may be held in the classroom on MW 9:30-10:45am with the instructor and R 1:30-2:30pm with the small group/writing tutor in the writing center.) **Attendance for studio sessions counts the same as attendance for traditional class meetings.**

During each session, you may discuss and clarify the class reading with your group members or work on your current writing assignment. At times, you may have a paper in need of revision to be shared, critiqued or discussed with the group members and the writing tutor. This is also your time to voice any questions or insights that may occur to you outside of the classroom setting. The writing tutor uses a variety of techniques in the group sessions to facilitate the writing process. The writing tutor does not "grade" your writing. After each session, the writing tutor will provide individual feedback for the instructor in order to accurately track your preparation, progress and participation.

**Note: This course may NOT be taken for a Pass/No Credit grade.*

Rowan Core (General Education)

Starting in Fall 2018, first-year undergraduate students at Rowan University must complete the new general education requirements, known as Rowan Core. (Continuing students and new transfer students will follow the existing general education requirements.) Students in Rowan Core must complete course requirements in six literacies: Artistic, Communicative, Global, Humanistic, Quantitative and Scientific. This course belongs to the Communicative Literacy.

All students in this course will be assessed on the following Rowan Core Learning Outcomes for this literacy:

2. Students can investigate, discover, evaluate and incorporate information and ideas to create rhetorically adept messages.
7. Students will produce and analyze complex texts (written, oral and nonverbal) for a variety of purposes and demonstrate their understanding of rhetorical strategies, genres, and discourse community expectations, and well as the effect of evolving digital technologies on communication.

For details on the new Rowan Core and existing general education requirements, please consult your advisor or the 2018-19 Undergraduate Catalog: <https://sites.rowan.edu/catalogs/>

Required Reading & Materials

- Graff, Gerald, and Cathy Birkenstein, editors. *They Say / I Say: The Moves That Matter in Academic Writing*. 4th ed., W.W. Norton & Company, 2014. (ISBN: 9781319071240)
- Access to the Rowan First-Year Writing Program's Student Support Site: <http://www.rowanfyw.org/>

- All other texts will be available electronically on our course website. You are required to print a hardcopy of the reading material for that day and bring to class for discussion. In other words, you are required to PRINT out all reading assignments, annotate them, and bring them to class on the day that reading is due.
- A **notebook & pen** for class notes.
- **Pocket folder** for class drafts and assignments. Store all printed copies of assigned readings and drafts of all essays—you will need to save all of the drafts of your work in this course for your writing portfolios. Do not throw ANYTHING away until the semester is complete.
- If you have a **laptop computer**, you are encouraged to bring it on “workshop days,” however laptops will not be permitted for daily notetaking.

Technology

All your course materials for this class are available on our course website, including the schedule, assignments, and readings beyond our textbook. The course schedule is subject to change, and you are expected to follow along with the schedule available online: <http://budriscc1.weebly.com>

Most assignments will be submitted via Google Drive. Instructions are available on our course website and will be discussed in class. Grades for individual course assignments will be posted on Blackboard, which you can access at: rowan.blackboard.com; you use the same username and password as your email to access Blackboard.

Grading

- ▲ 70% Final Portfolio
- ▲ 10% Practice Work: (Readings, Annotations, Drafting, & Other Assignments):
- ▲ 10% Third Essay (not submitted in the Final Portfolio)
- ▲ 10% Preparation and Participation

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0-59 = F

- It is the Rowan First-Year Writing Program’s policy that you **must** have a passing (D- or higher) final course portfolio to be eligible to pass the course. A failing course portfolio will earn a failing grade (F) for the course, regardless of your grade(s) on your non-portfolio work.
- Also, please note that while you must achieve a **D-** to pass this course, many majors at Rowan require at least a **C-**. If you receive a grade in the D range, you should check with your program of study as to the minimum grade required.
- It is your responsibility as a student to keep track of your assignments and grades, but if you ever have any questions about your grades or are having difficulty with the work, please come talk to me early! I cannot offer assistance if you wait until the end of the semester to ask for help.

Course Assignments

Essays: There will be a total of three (3) major writing assignments during this course.

Guidelines for essay assignments:

- All essays must be completed and submitted to your instructor, revised based upon your instructor’s feedback at least once, and then re-submitted.
- All essays must be typed in a standard 12-point font and be between 800-1,200 words in length—approximately 4-6 typed pages.
- Each essay must appropriately cite at least 2-3 sources using informal and in-text citation, and must include a reference page. Specific source requirements will be detailed for each assignment.

- It is important that you keep all drafts of your essays, to be able to show in your portfolios how your writing has evolved through revision. For this reason, we will use Google Docs to write your essay so that the “track changes” feature automatically tracks your revisions throughout the semester.

Self-Reflection: You will be required to submit a self-reflection with both your midterm and final writing portfolio (see “portfolios” below). The in-class writing assignments that I give throughout the semester will be a meaningful and relevant part of the process of writing these reflections. Once again, save everything you write for this class in Google Drive or in your class notebook/folder.

Practice Work (Readings, Annotations, Drafting, & Other Assignments): Critical reading and responding to readings is a key component of this course. Therefore, it is vital that you complete all of the assigned readings listed on the course schedule so that you can participate in class discussions and write meaningful responses in your essays. Additionally, you are responsible for printing assigned readings from our course website, taking notes, and bringing them to class.

Late Work: If you encounter a problem completing an assignment by the due date, please come talk to me about it. Handing work in late will impact your non-portfolio grade in the course, the only exceptions being for excused absences. For every day an assignment is late, the grade will be lowered by 1/3 (i.e. B+ to B). After one week late, the assignment will receive no higher than a D. Turning in an assignment late may also result in delayed or no feedback.

Portfolios: A writing portfolio is a collection of your best work in a course. Writing portfolios not only help to showcase your ability and growth as a writer, but also allow for a more accurate assessment of your work since writing cannot be adequately evaluated through the use of standard, multiple choice tests or even timed “one-shot” writing assignments.

You will produce a **final portfolio** of your writing for this course that must include:

- two revised/polished essays, each accompanied by an earlier draft with instructor comments
- a critical engagement assignment
- a self-reflective statement

Your final portfolio will be graded as a whole. You will work on and revise the portfolio essays throughout the semester and must turn each draft in as assigned. But, while these drafts will be given individual reference grades, it is the final portfolio grade at the end of the semester that counts. Keep in mind that I pay close attention to the quality of revision in the final portfolio. Detailed instructions regarding the portfolio will be discussed later in the semester.

Classroom Attendance and Participation

Students are expected to attend every class. However, circumstances may arise that are beyond your control and result in a missed class. If you miss class, it is YOUR responsibility to find out what material you missed—this includes getting access to class notes and reading/writing assignments. **It is also important that you arrive to class on time and stay until the class ends.** Three (3) late arrivals or early departures will equal one (1) unexcused absence. A late arrival is considered arriving any more than five (5) minutes after the scheduled starting time of class. An early departure is considered leaving any time before your instructor ends class. If you are more than fifteen (15) minutes late to class, you will be marked absent. Please note: if you are running late and know you will be counted absent as a result, do not compound the problem by skipping class. Then, not only will you have racked up an absence, but you will have also missed the class lecture and activities for the day.

The First-Year Writing Program has adopted this attendance policy: The maximum number of permissible absences—both excused and unexcused—is six. You cannot earn credit for this course if you miss more classes than this. You may withdraw from the course before you have exceeded this number of absences up until we reach the hardship withdrawal period. The deadline for a late withdrawal is 11/25/19 (after that is the hardship withdrawal period).

You will be allowed to make up in-class work for excused absences only, providing you have any requested documentation.

Excused absences include:

- religious observances
- official University activities
- illness
- death of a family member or loved one
- inclement weather

If you must miss class for any of the above or other excusable reasons, you must contact me as soon as possible. If extenuating circumstances force you to miss more than six classes, you must speak to me about the possibilities for accommodating you beyond this. Absences should be used with discretion because you never know when you will suddenly have to miss class.

A note on participation: In addition to attending class and arriving on time, it is also required that you actively participate in classroom discussions and activities. There are multiple ways to participate, including active listening, large group discussion, small group discussion, reading out loud in class, taking notes, completing in-class writing assignments, peer review, and more. Throughout this semester, you will come to learn that skillful academic writing is actually a result of a social process that includes discussion and feedback among yourself, your peers and your instructor. It is essential to your success in this course that you are an active participant in this learning community. Your attendance, effort, and participation will be considered when assessing your final grade in the course.

Attention/Technology Absence

Being present for class means more than simply being in the room. For this reason, students who fall asleep during class will be counted absent and may be asked to leave. Similarly, students who are texting in class, checking Facebook, emailing, etc. will be given ONE warning. On a second infraction, the student will be counted absent. Technology used in the classroom must be related to the current class activity.

Conferences

While you are encouraged to come see me whenever you have questions about the class or your work, there will also be class time set aside for one-on-one student-teacher conferences. These conferences count as a class attendance and will be considered a formal absences if missed.

Classroom Behavior Policy

A major aspect of this course is approaching different points of view with an open mind, to both listen to and to question them. A classroom that includes a diversity of ideas both engages us and pushes our thinking. We can only have this diversity of ideas if people feel they can BOTH speak freely AND listen to others in turn. Students of all identities and backgrounds bring diverse and beneficial perspectives, which strengthen everyone's learning experience. I hope to create an environment where you can develop the intellectual courage to share your thoughts, to challenge your own thinking, and to have the humility to sometimes change your mind. I in turn will do the same and plan on learning from you as well. While I welcome lively conversations, we need to maintain respect for one another, even if our opinions and ideas differ; this includes addressing each other with our preferred names and pronouns and also refraining from comments that insult or demean others. We will be teaching and learning in accordance with the University Classroom Behavior Policy and Procedures, which can be found here:

- <https://confluence.rowan.edu/display/POLICY/Classroom+Behavior>

First Year Writing Program Position on Language and Correctness

Our program approaches language and grammatical/mechanical correctness *rhetorically*. This means that we think about the impact/effects of language, and we encourage students to make linguistic choices in context. Specifically,

we believe that linguistic diversity is an asset for composition. Linguistic diversity means that we all have different ways of expressing ourselves, even when we are all speaking English. These forms of expression are influenced by many factors, including our cultural, familial, and class backgrounds, and are a part of our identity. Therefore, we often have more than one language or even more than one English to choose from or work with when we write, and “standard written English” is *not* always the best or most appropriate choice for every writing situation. Our program also believes in using gender inclusive language to more accurately reflect the multitude of gender identities in the classroom and in the world.

Academic Integrity Policy

One of the goals for this course is to increase your awareness of the ethical ramifications of writing and your ability to write ethically and responsibly. Appropriately using sources and the ideas of others is one of the learning goals of this course, and I aim to support you in this learning process. However, it is ultimately your responsibility to submit ethical writing, including in drafts. If you have any questions about the use of sources and citations in your work, or when/how you are allowed to reuse your own writing, you should contact me prior to turning in the assignment.

In order for Rowan to uphold its commitment to academic integrity, I need to report suspected acts of plagiarism and academic misconduct. A link to the university’s policy—which includes a description of the process for reports of academic integrity violations, types of infractions, and possible sanctions--can be found below, and it is your responsibility to read and familiarize yourself with it.

Of particular interest to this course are the following two academic integrity concepts:

- Plagiarism, whether the intentional act of passing off someone else's words or ideas as your own or the unintentional act where sources for material are not acknowledged due to a lack of familiarity with citation forms, is a serious violation of the principles of academic honesty. Acts of plagiarism include parts of as well as the whole of assignment. Students who submit plagiarized work will be subject to the process and penalties of Rowan’s academic integrity policy.
- **Academic misconduct includes the recycling of your work from other courses (including other sections of this course and other composition courses) without permission**, as well as unauthorized assistance with your work, such as having someone write your assignments for you or submitting the same work as another person. A full list of activities that are considered misconduct is in the university’s policy, and these activities are also subject to the process and penalties of Rowan’s academic integrity policy: <https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

Policy on Authorized and Unauthorized Assistance: The Department of Writing Arts makes a clear distinction between authorized assistance—when students receive extra help with an assignment—and unauthorized assistance—when students have someone else write a paper or sections of a paper for them. A tutor or a second reader may help you develop your ideas, better organize your thoughts, and locate grammar and mechanical errors, but should not do your writing for you. ***All of the writing that you submit in class must be your own work.*** Do not attempt to represent someone else’s work as your own. Doing so will be considered a violation of Rowan’s Academic Integrity Policy and may result in an “F” for that assignment and possibly an “F” for the course grade.

Accommodation Policy

Your academic success is important. If you have a documented disability that may have an impact upon your work in this class, please contact me. Students must provide documentation of their disability to the Academic Success Center in order to receive official University services and accommodations. The Academic Success Center can be reached at 856-256-4234. The Center is located on the 3rd floor of Savitz Hall. The staff is available to answer questions regarding accommodations or assist you in your pursuit of accommodations. We look forward to working with you to meet your learning goals.

Rowan Success Network

The Rowan Success Network powered by Starfish® is designed to make it easier for you to connect with the resources you need to be successful at Rowan. Throughout the term, you may receive email from the Rowan

Success Network team (Starfish®) regarding your course grades or academic performance. Please pay attention to these emails and consider taking the recommended actions. Utilize the scheduling tools to make appointments at your convenience and keep an eye on your reminders and flags to track your progress and get help when needed. Additional information about RSN may be found at: <https://sites.rowan.edu/student-success/rsn/index.html>

The Writing Center

The **Rowan Writing Center** is a free resource for undergraduate and graduate students, as well as faculty and staff. Whether you need help with invention strategies, organizing ideas, or revising drafts, the center and its tutors provide a comfortable environment for students to improve and succeed. A trained peer consultant will work with you individually or in small group consultations on anything you're writing, in or out of class. The Writing Center offers appointments, drop-ins, and online tutoring sessions. In addition to print-based essays, students in the writing center are often found collaborating with tutors on slide presentations, videos, social media, graphic design, performance, public speaking, and more.

The Writing Center is located on the 1st floor of the library. To make an appointment, students must go to www.rowanwritingcenter.com and register for a free account. Once this account has been created, you will have access to a complete list of tutors and their available hours. Simply click on an open time slot and fill out the form that requests the type of session you prefer.

Suggestions for getting the most out of your session:

- Bring the writing assignment your instructor gave you.
- Have a clean, hard copy of your draft, if you have gotten as far as a draft.
- If possible, make your appointment well before the due date to allow yourself time to revise.
- Come prepared with some awareness of the specific concerns you have about your work.
- Ask questions and, if the responses are not clear to you, ask more.

For more information, visit: <http://www.rowanwritingcenter.com>

For questions, please call 856-256-4376 or email: writingcenter@rowan.edu

Basic Needs, Self Care, and Resources

College life can be busy, overwhelming, and stressful. When your body is run down or you're suffering from anxiety or distress, it can be difficult or impossible to be an effective student while balancing work, friends, family life, and more. And according to a 2017 poll, 48% of Rowan University students have experienced food insecurity. Hunger, homelessness, financial concerns, and other struggles with basic needs are a growing problem among college students at Rowan and across the country. This statement is intended to help disarm stigma or shame—we all have basic needs, and I, along with your other faculty and administration here at Rowan, want to ensure that your basic needs are being met so that you can learn and succeed.

If you are facing challenges, we urge you to use the resources available to support your well-being:

- Any student who faces challenges securing their food or housing is urged to contact the **Dean of Students**: 203 Savitz Hall, 856-256-4283, studentlife@rowan.edu.
- If you or someone you know ever thinks about hurting yourself/themselves, call the **Crisis Hotline** and ask to speak to a counselor (it is confidential): 856-256-4922.
- If you are experiencing anxiety, depression, or other mental wellness issues, visit or call **Counseling & Psychological Services**: Winans Hall, 856-256-4333.
- If you need support academically, the **Academic Success Center** offers a variety of services, including tutoring and academic coaching: Savitz Hall, 3rd floor, successcenter@rowan.edu 856-256-4259.

Even more resources to help you navigate college life, academically, personally, financially, etc. can be found on the homepage of our course website or in this handy guide: <https://www.rowanfyw.org/campus-resources>