Honors English 1010—“Writing as a Weapon: An Introduction to Academic Writing through the Lens of Social Justice”
Fall 2015 MWF 9:30-10:20 am
Steward Library 227

Sarah Vause
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Office: Elizabeth Hall 255
Office Hours: By appt.

Text: Frederick Douglass The Narrative of the Life of Frederick Douglass; Douglas Blackmon Slavery by Another Name; Elie Wiesel Night; Any additional required essays/readings will be posted on the class Canvas site. Readings are subject to change and may include more than is outlined in the syllabus. However, if this is the case I will always provide the essay with ample time to read it.

CLASS POLICIES:

*College policy requires a grade of C or better for credit in this course.

Classroom Policies

Participation: Because English 1010 is a discussion-based course, I expect you to make comments and ask questions about your reading and writing assignments, work effectively in collaborative groups by sharing your ideas and soliciting input from your group members, and respond constructively to classmates’ assignment drafts during peer-review sessions. I also expect you to arrive on time for class with your textbook and turn off the ringer on your cell phone. You will be asked to leave the class if being on your phone, whether texting, surfing the web, or “Face Booking” / “Tweeting” is more important to you and becomes a problem throughout the class. Laptops may be used to take notes; however there should be no internet surfing while I am lecturing or other students are presenting or participating. If this is a problem I will ask you not to bring a laptop to class. Please take this seriously.

I will never come to class unprepared and I expect that you never will either. Assignments will be returned to you within 2 weeks.

Attendance: Daily attendance is required. If you miss our face to face meetings more than four (4) times, you will automatically receive a failing grade. Please communicate with me if there is an extenuating circumstance. You need to come to class every scheduled day, be on time, and make the most of your education by being responsible and diligent in your class attendance. I will be taking attendance at the
beginning of each class, if you are more than 20 minutes late you will be marked absent, no exceptions.

You are expected to be prepared for each class and will be held accountable for daily preparation, which counts toward your overall participation score. Your instructor may give you quizzes (either online or in-class), mini-assignments, free writes, discussion questions, and/or reading assignments in addition to the work outlined in the class schedule. As you begin the semester, keep in mind that the material we will cover contains a range of sometimes highly charged topics. Be aware that your grade will not be based on your opinions in contrast or similarity to those of your instructor. However, your grade will be based on your involvement in critically thinking and writing about these topics. Challenge yourself. The texts we will read should be looked at as cultural artifacts representing different perspectives, attitudes, and beliefs. Critical examination of the texts and the ideas they present is all that is asked of you. Keep in mind that although you are asked to read and participate, you are not required to agree with or believe what is being explored and examined. For example, if we were reading Dostoevsky’s *Crime and Punishment* we would not suggest that you murder two women to pay your tuition.

Late papers: Work will be due via Canvas by 11:59 pm on the due date listed in Canvas (see class schedule). However, I do understand that extenuating circumstances can arise in which individual considerations are necessary. If there is an emergency, it is your responsibility to come and talk to me about your situation. However, I reserve the right to reject or penalize the late work in these rare cases. If you foresee problems with due dates, talk to me about turning work in early. Any assignment turned in after 11:59 the day it is due, will be marked late and docked, however, it is always worth it to get some points instead of none. Any paper more than two (2) days late will not be accepted.

**University Policies**

**Academic Freedom and Professional Responsibilities:** Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

**Academic Integrity:** Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Weber State University students.

The Honor Pledge: To enhance the learning environment at Weber State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic
in integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Weber State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Weber State University.

**Plagiarism:** Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

**Turnitin.com:** Please be aware that all English instructors have access to turnitin.com, a service provided to screen student papers for plagiarism.

**Grievance Process:** Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking—which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code.

**Sexual Harassment:** Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity.

**Students with Disabilities:** The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the
instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.

***Discriminatory behavior based on race, gender, ethnicity, sexual orientation, or age will not be tolerated.

Withdrawal Policy and “I” Grade Policy: Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Composition Mission Statement

The composition core required by the Utah State Board of Regents is a two-semester sequence of courses: English 1010 and English 2010. The overarching goal of composition is to prepare students to enter the discourse communities of the university and larger society.

Students in English 1010 should produce a minimum of 4000 words of revised prose; students in English 2010 should produce a minimum of 5000 words of revised prose. Students must exit both courses with a C or better in order to receive credit.

Because the following competencies are the combined outcomes for English 1010 and 2010, it is not expected that each course, individually, will meet all outcomes. Students successfully completing the sequence should be able to

Rhetorical Situation

- Adapt their writing to a variety of purposes, audiences, and composing situations by selecting and using the most appropriate genres.
- Produce a variety of formal and informal kinds of writing, emphasizing the most common academic genres.
- Demonstrate an understanding of how rhetorical expectations vary from discipline to discipline.
- Use technologies appropriate to purpose and audience.
- Demonstrate an understanding of how emerging technologies create emerging genres.
Reading

- Demonstrate an ability to read and understand texts of a variety of genres, styles and complexity.
- Demonstrate an understanding of how texts are structured in specific ways for specific reasons.
- Demonstrate an ability to understand and evaluate a text’s organization.

Thinking

- Use writing and reading for inquiry, learning, thinking, and communicating.
- Recognize personal and authorial bias when approaching texts, issues, and ideas.
- Recognize contradictions and logical problems in texts.
- Demonstrate an understanding of the relationships between language, knowledge, and power.
- Recognize complex ideas and positions in arguments and attempt to understand diverse perspectives.
- Ask constructive questions that could lead to meaningful inquiry.
- Identify connections between and among texts and their ideas.

Writing

STRUCTURE and MECHANICS

- Compose writing that is structurally coherent and unified.
- Compose writing assignments with a clear thesis or main idea.
- Control such surface features as syntax, grammar, punctuation, and spelling.
- Use a style manual to find answers to grammar or usage questions.

PROCESS

- Demonstrate an understanding of how effective writing is a recursive process.
- Develop flexible pre-writing, drafting, peer response, and revision strategies in composing written assignments.
- Continue to practice writing as a process.
- Demonstrate an understanding of how electronic technologies can enhance the way we compose and share texts.

Research and Argumentation (emphasized in 2010 but may also occur in 1010)

- Use library resources to locate appropriate sources for research.
- Evaluate potential source material for credibility and usefulness.
- Use sources to make arguments.
• Summarize, paraphrase, and use quotations appropriately.
• Use MLA and introduce one other citation method (preferably APA). *(Vause’s class will only use MLA!!*)

**Lindquist College of Arts and Humanities Mission Statement:**
The Telitha E. Lindquist College of Arts and Humanities teaches students to excel as they seek, understand, question and express complexities critical to the experience of being humans as represented in languages, literature, communication, and visual and performing arts.

Facebook: Facebook.com/WSUartsandhumanities.com
Twitter: @WeberStateArts
YouTube: Lindquist College of Arts & Humanities

**Formatting for Assignments:** When you hand in a paper or assignment, please put the following information (double-spaced) in the top, left hand corner:

**Your Name**
**Date**
**English 1010- section #**

**Assignment Title**

Include a title for your essays and format them with the following specifications:
• Times New Roman font
• 12 point size
• 1 inch margins
• Double Spaced

**Assignments**

Writing improves with practice, so the more you write, the more proficient you will become. You will also improve your writing by reading models of the types of writing you will be completing. Expect intensive reading and writing, and be assured that if you actively engage in these assignments, your writing will improve.

*Please note that in an attempt to be environmentally conscious and to help the university’s goals for sustainability, I am intentionally limiting the number of paper copies usually associated with this class, the syllabus, etc., can be accessed via Canvas.*

**Purpose:** To teach the student to think! Donald Murray in *A WRITER TEACHES WRITING* states: "It is the obligation of the teacher to provide the student with his personal perspective of the world. In turn the student would then spontaneously develop his own." Once the student has developed an idea then he or she needs to be able to express it both in oral and in written form.

English 1010 is designed to teach the student different ways to present ideas. The
student's participation in class through written and oral presentations is part of the process of learning to think.

**University Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
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<tr>
<td>A-</td>
<td>92-90%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
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<tr>
<td>B</td>
<td>86-83%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
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<td>C+</td>
<td>79-77%</td>
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<tr>
<td>D</td>
<td>69-60%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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Point breakdown for assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus Quiz</td>
<td>25</td>
</tr>
<tr>
<td>Why I Write</td>
<td>(500 words)=50</td>
</tr>
<tr>
<td>Narrative rough draft</td>
<td>(rough draft)=20</td>
</tr>
<tr>
<td>Narrative Essay</td>
<td>(1000 words)=100</td>
</tr>
<tr>
<td>Letter Writing</td>
<td>(300 words)=30</td>
</tr>
<tr>
<td>Descriptive rough draft</td>
<td>(rough draft)=20</td>
</tr>
<tr>
<td>Descriptive Essay</td>
<td>(1000 words)=100</td>
</tr>
<tr>
<td>Comparison/Contrast Essay rough draft</td>
<td>(rough draft)= 20</td>
</tr>
<tr>
<td>Comparison/Contrast Essay</td>
<td>(1500 words)=150</td>
</tr>
<tr>
<td>Words Essay</td>
<td>(1500 words)=150</td>
</tr>
<tr>
<td>Writing Center Visits</td>
<td>(6 visits 20 pts each)=120</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>785</strong></td>
</tr>
</tbody>
</table>

*Every assignment is due by 11:59 pm the day it is due, check date also listed in the assignments section of Canvas. I will not accept assignments after two days past the deadline. Do not submit any assignments to me through email. ALL ASSIGNMENTS WILL BE SUBMITTED THROUGH CANVAS!!!

Writing Center visits (Go sometime during the week and turn in brown slip to me by the following Wednesday--***These visits are worth 20 points for each paper you write for the class—a total of six times, which will amount to a lot of points by the end of the semester. This is not optional. If you don’t go you won’t get the points—NO EXCEPTIONS!!!)

***If you miss more than four classes during the semester you will automatically fail the course. Missing any day, but especially during the first week will put you at a disadvantage for understanding how the class is setup and what my expectations are, and what your responsibilities are for this class. If you miss the first week of class you will be dropped from the course. No exceptions!!! If you do miss any class, please read the syllabus, look over the canvas classroom, and look at the modules. Those will help guide what you need to do. I make it a policy to not repeat lectures, so if you miss any class, please get notes from a fellow classmate; do not email me and ask what you missed. I don't have time to type out 50 min lectures and class discussion. I am happy to clarify what you don’t understand after you have gotten notes from another student. Thanks
Week One August 31 September 2/4 (Why I Write Essay)

Monday: Ice Breaker; Journaling

Wednesday: Introduction to Class—Syllabus; Discuss different genres of writing;

Homework: Syllabus quiz in Canvas

Friday: “Why I Write”

Homework: Essay on “Why I Write” (500 words). Writing Center visit (Go sometime during the week and turn in brown slip to me by the following Wednesday 9/9--***These visits are worth 20 points for each paper you write for the class—a total of six times, which will amount to a lot of points by the end of the semester. This is not optional. If you don’t go you won’t get the points—NO EXCEPTIONS!!!)

Read “Frederick Douglass and Today’s College Classroom” (be prepared with this reading on Wednesday 9/9—about 14 pages)

Week Two September 7/9/11 (Narrative)

Monday 9/7: No class—Labor Day

Wednesday 9/9 and Friday 9/11—Discussion “Frederick Douglass and Today’s College Classroom.

*Why I Write Essay Due Tuesday 9/8 via Canvas by 11:59 pm (500 words, typed, double spaced essay surrounding the idea of the importance of writing. Make sure to use correct grammar, punctuation, spelling, capitalization, etc.) Please also attend a writing center session. Writing center slips due on Thursday (9/10) in class.

Week Three September 14/16/18 (Narrative)

Monday 9/14, Wednesday 9/16, and Friday 9/18—Discussion “Frederick Douglass’ narrative; timeline, history, writing style.

Read Narrative of the Life of Frederick Douglass pages 1-61(be prepared with this reading on Wednesday 9/9) Read Read Narrative of the Life of Frederick Douglass pages 62-120 (be prepared with this reading on Friday 9/11)

Homework: “Shame” by Dick Gregory (available on Canvas and approximately 4 pages); “Envy” by Bebe Moore Campbell (be prepared with this reading on Monday 9/14)

Week Four September 21/23/25 (Narrative)

Monday 9/21: Narrative Elements

Wednesday 9/23: Student narrative topics

*Rough Draft for Narrative due on Friday 9/25

Friday 9/25: Peer reviews on narrative rough drafts
*Narrative Essay due Tuesday 9/28 via Canvas by 11:59 pm (select one topic from list of options. Write a first person narrative with a minimum of 1000 words incorporating the elements of narrative writing we discussed in class. Essay should have correct grammar, punctuation, spelling, capitalization, and transitional phrases)

*Read *Slavery By Another Name* introduction (pages 1-10).

**Week Five September 28/30 October 2 (Letter Writing)**

Monday 9/28: Discussion of “Introduction” to *Slavery by Another Name*

*Writing center slip and rough draft for Narrative due in class

*Read *Slavery By Another Name* Chapter IV “Green Cottenham’s World (pages 85-113—approximately 30 pages).

Wednesday 9/30 and Friday 10/2: Timeline, history, method of communication, education of writers, etc.

Read letters—All required letters can be found on Canvas in the letter module

**Week Six October 5/7/9 (Letter Writing)**

Monday 10/5: Discussion of chapter on Green Cottenham. Identify someone listed in this chapter or caught in this drama of neo-slavery of the 19/20th century.

*Identify to whom you will write your letter and why

Wednesday 10/7 and Friday 10/9: Discuss letter types; handwritten letters, typed letters, emails, social media posts and private messaging.

*Letter (300 words—handwritten) due via Canvas/or in class on Monday October 12 by 11:59 pm (if in Canvas and you have access to scan your original letter in electronically or in my hand Monday 10/5 in class)

*Homework--Read *Slavery By Another Name* chapter I “The Wedding” (pages 13-38—approximately 25 pages). Look specifically for examples of description. (Be prepared to discuss chapter on Monday 10/12)

**Week Seven October 12/14/16 (Description Essay)**

Monday 10/12: Discuss chapter I “The Wedding” from *Slavery by Another Name* and the elements of description


Wednesday 10/14: Discuss chapter XIII “The Arrest of Green Cottenham” from *Slavery by Another Name* and the elements of description

Friday 10/16: View part of *Slavery By Another Name* PBS documentary

*Read Tim O’Brien “The Things They Carried

**Week Eight October 19/21/23 (Description Essay)**

MW 10/19 and 21: Elements of description—snap snot descriptive writing.
Friday 10/23: No class—Fall Break

Descriptive Essay due via Canvas Monday 10/26 by 11:59 pm. 1000 word essay, incorporating the elements of writing we discussed in class. Essay should have correct grammar, punctuation, spelling, capitalization, and transitional phrases.

*Writing center slip and rough draft for descriptive due in class on Monday 10/26
*Read Epilogue of Slavery by Another Name (pages 383-403—approximately 20 page); Read Rosenthal “No News from Auschwitz,” available on Canvas.

Week Nine October 26/28/30 (Comparison and Contrast)

MWF 10/26-30: Discussion of Epilogue of Slavery by Another Name and Rosenthal “No News from Auschwitz.”

*Descriptive essay due by 11:59 pm
*Read Preface to New Translation of Night. Read first half of book (pages 1-28)

Week Ten November 2/4/6 (Comparison and Contrast)


*Read Night pages 29-65

Friday 11/6: Continue discussion and list

*Homework: Read Night pages 66-115

Week Eleven November 9/11/13


Friday 11/13: Blackmon Slavery and Jewish Holocaust Discussion

*Homework: Read Night Epilogue “Nobel Prize Acceptance Speech

Week Twelve November 16/18/20

Monday 11/23: Truth and Conviction

Wednesday 11/25: discussion of Nobel Acceptance Prize from Wiesel;

Friday 11/27: requirements for Comparison and Contrast Essay

*Rough Drafts for Peer Reviews due on Monday 11/23

Week Thirteen November 23/25/27
Monday 11/23: Peer Reviews

Wednesday 11/25: No class—Thanksgiving Break

Friday 11/27: No class—Thanksgiving Break

*Read “Letter from Birmingham Jail” and “Learning to Read”—both available on Canvas.

Week Fourteen November 30 December 2/4 (Words)

MWF: Discuss “Letter from Birmingham Jail” and “Learning to Read.” Discussion of how words have affected the condition of humanity. Discuss final essay.

*Work on final “Words” essay due by 11:59 pm on Monday December 14

Week Fifteen December 7/9/11 (Words—Final Essay)

MWF: Final Presentations

*Final “Words Essay” due by 11:59 pm in Canvas

Week Sixteen December 14-18

No class—Finals Week