

Spring
2016

English W131 Multilingual Reading, Writing, & Academic Inquiry

INSTRUCTOR INFORMATION

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COURSE DESCRIPTION AND GOALS

ENG W131 Multilingual is designed to introduce you to college-level reading, writing and research. In this course, you will investigate an issue critically, fully, and evenhandedly, which means you will inquire deeply into an issue that arises from a particular context, articulate a research question from inquiry, and develop an informed and complex response to that question. By completing a sequenced writing project, you will practice ways of reading, investigating, reasoning, questioning, and inventing ideas. We will look at how writing changes when used for different purposes, and how genres of academic writing are shaped for different audiences and disciplinary contexts. Because this is a section designed for multilingual writers and non-native speakers of English, we will also spend time studying relevant sentence-level and rhetorical elements of academic writing that might be less familiar to you if you are not familiar with discourse in western research universities. Very few students witness dramatic change in every aspect of their writing after only one semester; research in the teaching of writing tells us that improvement is gradual and only occurs with much practice over time.

By the end of the semester, and if you apply yourself, you may expect to:

- employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
- produce substantial revisions of drafts, as distinguished from editing and proofreading;
- read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
- conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism;
- develop a focused thesis and link it to appropriate reasons and adequate evidence;
- use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
- edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

A minimum grade of C in an approved course is required to show proficiency in English composition.

REQUIRED MATERIALS

- *Reading Critically, Writing Well*, by Axelrod and Cooper, 10th Edition (**TIS, IU Bookstore, and Online**)
- Additional handouts and readings in **Canvas** (you must print and bring to class)
- Films (which you need to see, but need not purchase)
 - *Vertigo*
 - *Easy A*
- Access to the following software: Microsoft Word, Adobe Acrobat Reader, a Web browser, and a working Indiana University e-mail account (available on any STC computer across campus)

ASSIGNMENTS

For this course you will complete **three major papers** in a sequenced writing project based on an idea that you identify and develop into a critical argument. For all major papers, you will write two complete drafts, receiving feedback from me and sometimes from your peers on the first draft. Additionally, you will write **four shorter assignments** that focus on building the capacities you need to complete the major assignments. Your final grade in the course will reflect the following weighting schema:

Short Essay One	Summary	50
Essay One	Comparative Analysis	150
Short Essay Two	Analysis of a Film Scene	50
Film Guides	Viewer Reflection	25
Short Essay Three	Lens-driven Analysis	250
Essay Two	Visual Analysis	50
Short Essay Four	Annotated Bibliography	50
Essay Three Outline	Scaffolding	25
Essay Three	Research-based Analysis	300
Short Assignment Points	Various	50
Total Points		1000

EVALUATION AND GRADING SCALE

You should feel free to meet with me at any time if you are unsure of your performance or your grade. Each assignment has specific evaluation criteria, but generally speaking, your projects will be evaluated on the basis of content and argument, development of ideas, use of sources, organization and coherence, language and vocabulary, and grammatical and stylistic conventions. You must complete both drafts of each major paper in order to receive full credit for the assignment. The final grade distribution is as follows:

Grade	%	What it Means
A	100 A+ 94-99 A 90-93 A-	Superlative work. Addresses all the requirements of the assignment in a compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them. Leaves you thinking well after the last word goes by.
B	87-89 B+ 84-86 B 80-83 B-	Excellent work. Clearly and engagingly addresses the requirements, issues, and major ideas of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Almost entirely error-free.
C	77-79 C+ 74-76 C 70-73 C-	Adequate work. Meets all the basic requirements of the assignment. Clearly addresses the main issues and ideas the assignment articulates. Writing is readable overall with occasional lapses in correctness and style. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
D	67-69 D+ 64-66 D 60-63 D-	Barely meets the most basic requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.
F	Everything else	Fails to meet the most basic requirements of the assignments. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.

The University's grading policies are spelled out clearly in <http://registrar.indiana.edu/grades/grade-values/grading-system.shtml>.

ATTENDANCE

Classes like ENG W131 are most successful when we build intellectual community together. Because this class is conducted like a workshop rather than a lecture, attendance is required at all class sessions and conferences. The standard attendance policy for ENG W131 allows you 3 absences over the whole semester, so please save them for illnesses and emergencies. More than 3 absences will result in your final grade being dropped by 1/3 of a letter grade for each additional absence (for example, from B to B-). Exceptions to this policy include military duty, religious holidays, or extended hospitalization. If you know that you will be missing class for reasons having to do with the practice of your religion, you must submit a form to me by the second week of the semester. See: <http://www.indiana.edu/~vpfaa/forms/>. Only permission from the Office of Student Affairs is sufficient to waive an absence.

Similarly, if you are late to class 3 times, you will be marked absent one full class period. Being late to class means that you are not seated and ready to begin by 8:00 am. I mark people absent if they are not present for attendance. Therefore, it is your job to notify me *after class* that you were late and not merely absent. This is your responsibility, not mine, and so not letting me know you are late can very well result in a full absence.

Also, we will have several conference days throughout the semester to prepare for major assignments. Missing a conference day is an absence, just like a normal class day.

LATE WORK

Submitting work late will lower your grade. For all assignment, you will be assessed a *10% grade penalty* (one letter grade down) on the final grade of the assignment *for each day your work is late* (this includes days we do not meet for class). Similarly, if you are absent on the day of a quiz or annotation check, there is no way to make up the missed assignment (the only way to prevent this is to check in with me before an absence). Additionally, turning in incomplete rough drafts of Major Papers on the respective due dates will disqualify you from receiving *any* commentary from me on your work, and points will be deducted from the final assignment grade.

PREPARATION AND PARTICIPATION

We will spend our class sessions discussing, analyzing, and revising writing, or work-shopping various stages of the research process. You will often work in groups, read each other's drafts, and be expected to speak in class. Thus, your improvement as a multilingual writer depends greatly on the quality of your preparation and participation. While you are in class I expect professional forms of conduct—more on that later. To prepare for class, please bring your textbook and any assigned readings, along with any materials needed for that day's activity. These materials will be checked randomly for a grade. To prepare for conferences, you should bring all assignment sheets and notes and review your peer workshop comments and be ready to discuss what you think are the strong and weak points of the paper. To prepare for our reading discussions, you should read and annotate the text(s) prior to arriving to class. In some cases, you will be asked to prepare answers to discussion questions prior to arriving to class.

SHARED/COMMON LANGUAGE

While most of us are multilingual in this class, the medium of instruction is in English, for several reasons. First, you have few opportunities outside of this class to engage in focused listening, writing, and speaking in English; second, we must speak a common language so that none of us is excluded from the conversations that make up the typical class meeting.

TECHNOLOGY USE IN THE CLASSROOM

Laptop computers are permitted *only* for the purpose of taking notes *if advance permission* is given. Otherwise, they are not allowed. Cell phones, however, will not be permitted under any circumstance; once class begins, they must be turned off *and put away out of sight*. You will receive **no** warning on this point; if I hear *or see* a cell phone during class, you will be counted as absent for that day. *This is a firm rule.*

OFFICE HOURS

You should feel free to meet with me during my office hours if you have questions or concerns about readings, assignments, or any other aspect of the course. I am always happy to talk to you. Our conference time will be dedicated to discussing drafts of your major papers, and I discourage you from discussing serious academic concerns or grades through e-mail. So, please make use of my office hours to take care of these and other matters.

CONTACTING THE INSTRUCTOR

If you have a quick question that cannot be answered by information on the syllabus, feel free to contact me via email. However, if you would like to discuss grades, an upcoming assignment, or your writing for any extended period of time, please attend office hours or schedule an appointment with me. I check my email once a day, so please give me a reasonable amount of time to respond, and don't leave important questions until the night before an assignment. If I don't check my email, it is not my responsibility to answer your questions immediately—it is your responsibility to make sure you have answered all questions and are prepared for assignments in plenty of time.

PLAGIARISM AND ACADEMIC INTEGRITY

At IUB, plagiarism is considered a violation of academic integrity and can result in automatic failure of the course (please see "Part II: Responsibilities" of the Code of Student Conduct for more information: <http://www.iu.edu/~code/code/responsibilities/index.shtml>). But plagiarism is easily misunderstood. Plagiarism literally means "the act of kidnapping" and it occurs when you represent someone else's work as your own work in the following ways:

- having someone write your paper for you or turning in someone else's work
- purchasing someone else's work and using it as your own
- selling or providing your own work to someone else (i.e., Course Hero or other online platforms)
- simply copying and pasting published information into your paper
- deliberately using sources without attributing them.
- using *any portion of one's own work from a previous course without expressed permission from the instructor.*

RE: NOTE SELLING

Several commercial services have approached students regarding selling class notes/study guides to their classmates. Please be advised that selling a faculty member's notes/study guides individually or on behalf of one of these services using IU email, Canvas, or Oncourse violates both IU information technology and IU intellectual property policy. Selling the faculty member's notes/study guides to fellow students in this course is not permitted. Violations of this policy will be considered violations of the *Code of Student Rights, Responsibilities, and Conduct* and will be reported to the Dean of Students as a violation of course rules (academic misconduct). Sanctions for academic misconduct may include a failing grade on the assignment for which the notes/study guides are being sold, a reduction in your final course grade, a failing grade in the course, among other possibilities.

WRITING TUTORIAL SERVICES

In addition to meeting with me in your one-on-one conferences, I highly recommend that you visit Writing Tutorial Services (WTS, pronounced "wits"), which is located in the Information Commons on the first floor of the Wells Library. WTS is open Monday-Thursday from 10:00 a.m. to 8:00 p.m., and Friday from 10:00 a.m. to 5:00 p.m. You can make an appointment by calling 855-6738 or by walking in; however, it is best to call in advance because the tutorial schedule fills up quickly. Talking with others is helpful at any stage of your writing, whether you are planning the project or editing the final draft. You should not expect WTS tutors to edit or proofread your papers for you, but if you specifically request help in reducing your sentence-level errors, they will be happy to do that.

SUPPORT SERVICES

Disability Services and The Adaptive Technologies divisions of the Office of Student Affairs can arrange for assistance, auxiliary aids, or related services if you think a temporary or permanent disability will prevent you from

being a full participant in the class. Contact them at <http://www2.dsa.indiana.edu/dss/> or 855-7578 with any individual concerns. Students with special needs must be registered with Disability Services before classroom accommodations can be provided.

CLASS SCHEDULE

*THIS SCHEDULE MAY CHANGE DURING THE SEMESTER. PLEASE CHECK CANVAS FOR UPDATES.

UNIT 1—COMPARATIVE ANALYSIS

Week 1	IN CLASS/TOPIC	DUE TODAY
M 1/11	Welcome to W131 ML! Introduction to our course and goals.	
W 1/13	Reading strategies; Annotating readings	Review the syllabus, Read “Meiland, “The Differences Between High School and College” (Canvas); Response Essay
F 1/15	Practice summary of Meiland ; Assign Short Assignment #1	pp. 508-517 (Axelrod and Cooper; unless otherwise noted, all page numbers refer to this text)
Week 2	IN CLASS/TOPIC	DUE TODAY
M 1/18	Martin Luther King Jr Day—No Class	No Class
W 1/20	Discuss Berreby	Read Berreby’s “It Takes a Tribe”
F 1/22	Paraphrasing and Sentence-level “issues”: DAY 1	Read pp. 519-520; 578-580
Week 3	IN CLASS/TOPIC	DUE TODAY
M 1/25	Quoting; Writing with effective “scaffolding” (transitions, attributive tags, and topic sentences)	Read pp. 573-578
W 1/27	Plagiarism; Assign Essay #1	Read pp. 569-571; Short Assignment #1 DUE
F 1/29	Using and drawing upon sources; MLA style / citation	Read pp. 520-521; 581
Week 4	IN CLASS/TOPIC	DUE TODAY
M 2/1	Discuss Baldwin	Read Baldwin’s “If Black English Isn’t English, Than Tell Me, What Is?”
W 2/3	Paraphrasing and Sentence-level “issues”: DAY 2	Read pp. 519-520; 578-580
F 2/5	Introduce “comparative analysis”	Read pp. 573-578, 527-530
Week 5	IN CLASS/TOPIC	DUE TODAY
M 2/8	Discuss Berreby and Baldwin, and practice using “comparative analysis” to solve some of the critical “problems” they’ve identified; Discuss <i>what makes for</i> a strong, compelling “So What?”	Reread Berreby; Read Baldwin; Identify some sort of interesting problem or point of interest (in both text) worth analyzing.
W 2/10	“Live” Grading Day	Review our discussion of “scaffolding” from Friday, 9/19
F 2/12	Peer Review	Essay #1 <i>Rough Draft</i> DUE

WEEK 6	IN CLASS/TOPIC	DUE TODAY
M 2/15	Conferences	
W 2/17	Conferences	
F 2/19	Introduce and practice “Visual Analysis”	Essay 1 Final Draft DUE

Unit 2—Concept Exploration

Week 7	IN CLASS/TOPIC	DUE TODAY
M 2/22	Introduce and practice “Source as a lens”; Assign “Short Assignment #2”, Discuss Berger	Reread Berreby and Baldwin Read Berger’s “Ways of Seeing”
W 2/24	Vertigo Day #1 (arrive at 7:45)	<i>Easy A</i> Film Questionnaire Due
F 2/26	Vertigo Day #2 (arrive at 7:45)	<i>Vertigo</i> Film Guide Due

Week 8	IN CLASS/TOPIC	DUE TODAY
M 2/29	Practice “Visual Analysis”;	Read pp. 609-621
W 3/2	VISUAL ANALYSIS REVIEW	Read pp. 178-180
F 3/4	Assign Short Essay #3	Short Assignment #2 Due

Week 9	IN CLASS/TOPIC	DUE TODAY
M 3/7	Sentence-level “issues”: DAY 3; DISCUSSION OF EXPOSITORY ARGUMENTS	Bring any grammar/structure questions
W 3/9	Source as a Lens continued	Review Berreby, Baldwin, and Berger
F 3/11	Assign Essay 2, go over example	Short Assignment #3 DUE

Week 10	IN CLASS/TOPIC	DUE TODAY
M 3/14	SPRING BREAK—NO CLASS	
W 3/16	SPRING BREAK—NO CLASS	
F 3/18	SPRING BREAK—NO CLASS	

WK11	IN CLASS/TOPIC	DUE TODAY
M 3/21	Review paragraph structure	Revised visual analysis paragraph
W 3/23	Review visual analysis, source as lens, 5 on 1	Review notes on 5 on 1, Source as Lens, and essay writing in general
F 3/25	Peer review	<i>Essay 2 Rough Draft</i> DUE

Unit 3—Critical Argument

Week 12	IN CLASS/TOPIC	DUE TODAY
M 3/28	Conferences	
W 3/30	Conferences	
F 4/1	Introduce “Taking a Critical Stance”; Assign Short Assignment #4 and Essay 3	Essay 2 Final Draft DUE

Week 13	IN CLASS/TOPIC	DUE TODAY
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M 4/4	Discuss Tannen; Review / refine techniques for writing strong “thesis statements”; How to put together an annotated bibliography	Read Tannen’s, “There Is No Unmarked Woman” Read pp. 230-239; 548-554; 563-568
W 4/6	“Research / Library” Day; *Review (and clarify) *finding and *evaluating sources	Read pp. 312-314; Reread pp. 315-318; 321-322; Read pp. 322-324; Read pp. 546-547
F 4/8	How to write an “explanation”; Review “Using sources” (“What can they do for us?”); Finding and evaluating sources; Review Essay 3 Assignment sheet	Short Assignment #4 DUE Read pp. 570-580

WK14	IN CLASS/TOPIC	DUE TODAY
M 4/11	Sentence-level “issues”: Day 5	Review notes from all “Sentence-level issue DAYS”
W 4/13	Discussion of Essay 3	Intro of Essay 3 due
F 4/15	“Live Grading” of Essay 3 sample	Short Assignment 5: Outline of Essay 3 due

WK15	IN CLASS/TOPIC	DUE TODAY
M 4/18	Peer Review #1	Essay 3 <i>Rough Draft</i> DUE
W 4/20	Peer Review #2	
F 4/22	Peer Review #3	

WK16	IN CLASS/TOPIC	DUE TODAY
M 4/25	Conferences	
W 4/27	Conferences	
F 4/29	“Course Review” and <i>Official University Evaluations</i> ; Self Reflection	Essay 3 Final Draft DUE