

Fall 2015

## ENGL 1157

Liz Hogan  
*University of New Orleans*

Follow this and additional works at: <https://scholarworks.uno.edu/syllabi>

**This is an older syllabus and should not be used as a substitute for the syllabus for a current semester course.**

---

### Recommended Citation

Hogan, Liz, "ENGL 1157" (2015). *University of New Orleans Syllabi*. Paper 398.  
<https://scholarworks.uno.edu/syllabi/398>

This Syllabus is brought to you for free and open access by ScholarWorks@UNO. It has been accepted for inclusion in University of New Orleans Syllabi by an authorized administrator of ScholarWorks@UNO. For more information, please contact [scholarworks@uno.edu](mailto:scholarworks@uno.edu).

## WRITING AS INQUIRY

ENGLISH 1157-36  
FALL 2015  
10:00 – 10:50 am, MWF  
LA 210

LIZ HOGAN  
LA 341  
(504) 280-3241  
[emhogan1@uno.edu](mailto:emhogan1@uno.edu)

Office hours: Mon. 12-1pm, Tue. 3-5pm,  
Wed. 3-5 pm, Fri. 9-10 am

### REQUIRED TEXTS & MATERIALS (BRING TO EACH CLASS):

*The Curious Writer* (2<sup>nd</sup> UNO custom edition) by Bruce Ballenger  
*Aunt Alice vs. Bob Marley* by Kareem Kennedy  
Dictionary of your choice (must be made of paper)  
Pens, pencils, notebook, folder, paper

### COURSE DESCRIPTION:

In this course, we will explore the many reasons writers write and the many genres they use to express their ideas. The course bears the heading, “Writing as Inquiry,” because we often write to discover what we think, and once we know what we think, we can focus on communicating it clearly and efficiently. Approaching writing initially as personal exploration and secondly as presentation for an audience will enable you to develop your own process as a writer. Furthermore, through critical reading and writing, discussion, peer review, and classroom exercises, you will learn the skills necessary to express your ideas across a variety of genres.

### STUDENT LEARNING OUTCOMES:

After successfully completing this course, you should be able to demonstrate:

#### Rhetorical Knowledge

- Determine purpose and audience in their own and others’ writing
- Understand how purpose, audience, and context affect writing style, voice, and tone
- Apply appropriate rhetorical strategies for diverse writing situations
- Demonstrate familiarity with and/or compose in different genres (such as editorial writing, personal narratives, reviews, satires, dialogues, letters, or profile essays)
- Demonstrate familiarity with and/or incorporate different media (such as power point presentations, web pages, pod casts, or visual essays)

#### Critical Thinking, Reading, and Writing

- Analyze and/or interpret texts and other forms of discourse in multiple genres
- Use logical reasoning
- Summarize, analyze, evaluate, and respond to the ideas of others
- Understand writing as a process that involves invention, drafting, collaboration, and revision
- Identify and incorporate persuasive techniques
- Write informative, analytical, and persuasive essays
- Incorporate the ideas and texts of others
- Use library and non-library research methods
- Evaluate sources

#### Knowledge of Conventions

- Use standard grammar
- Follow conventions for word choice, syntax, spelling, and punctuation
- Follow conventions appropriate for the given genre and/or medium, such as style, diction, and format
- Use a variety of sentence structures
- Document sources in MLA style

## **COURSE WRITING/ASSIGNMENTS:**

Long and Short Compositions: Each of the three projects in this course requires the writing of two papers or compositions—one short and one long. These compositions make up the majority of your course grade, and are graded for organization, development, and style. The Short Compositions (SC's) are generally 500-700 words and designed to help you understand the genre in which you'll be writing the Long Compositions (LC's). The Long Compositions are 1,000-1,400 words and include Personal Narrative, Profile, and Review.

Process Work: The key to good writing is practice—a lot of it. In this class, you will not simply write papers, you will complete an array of smaller tasks that fall under the category of “process work.” Process work comprises brainstorming, outlining, journaling, discussing, evaluating audience, determining, developing, and refining your purpose, writing drafts, incorporating sources, revising your draft, editing your prose, and proofreading. Process work not only demonstrates writing as process, but it also reinforces good academic and professional habits, and provides you with opportunities to bolster your course grade. Students who remain diligent about their process work often attain higher grades, as writers who do more than crank out an essay or report at the last minute attain greater success in the professional world.

Letter of Reflection: At the very end of the course, you will compose a final letter of reflection in which you look back at your experience over the course.

## **REVISION:**

Each of your main compositions (long or short) is eligible for revision as long as all of your process work was submitted on time. **If you would like to revise a paper**, you must: 1) make and attend an appointment with a Writing Center tutor (in person); 2) have the tutor sign a form confirming the appointment transpired (see Moodle); and 3) submit your revision, the Writing Center form, and your original graded essay within two weeks of the date that I hand the graded paper back to you. **Late revisions will NOT be accepted.** Upon turning in a revision with significant changes to not only grammar but also organization and development, you will be assigned a new grade for the assignment. For example, if you receive a C on a paper but then earn a B on the revision, I'll only count the higher grade, in this case the B, towards your final course average.

## **CLASS PARTICIPATION & CONFERENCES:**

Class participation, brief writing assignments, and quizzes: Your success in this class requires that you keep up with reading and writing assignments, think about them, and come to class prepared to discuss them. During each class period, I may give reading quizzes and brief writing exercises to help you focus on material. Any unexcused absences result in deductions from your class participation grade.

Conferences: Although you will attend a mandatory writing conference at mid-term, I encourage you to schedule conferences with me and with Writing Center tutors to discuss any stage of your writing process: getting started, drafting, researching, and so on. You might find that a little one-on-one feedback goes a long way in improving your writing.

## **GRADING:**

- An “A” (90-100) represents achievement that is outstanding relative to the level necessary to meet course requirements.
- A “B” (80-89) represents achievement that is significantly above the level necessary to meet course requirements.
- A “C” (70-79) represents achievement that meets the course requirements in every respect.
- A “D” (60-69) represents achievement that is worthy of credit even though it fails to meet fully the course requirements.
- An “F” (anything below 60) represents achievement that fails to meet the course requirements to such a degree that it is not worthy of credit.

**IMPORTANT NOTE:** If you earn a ZERO on **one** Long Composition, or **two** Short Compositions, you will automatically fail this course.

_____	Project One: Narrative 30 %
_____	15% Process Work
_____	30% Short Composition (SC) <due week four>
_____	55% Long Composition (LC) <due week seven>
_____	Project Two: Profile 35 %
_____	15% Process Work
_____	30% SC <due week nine>
_____	55% LC <due week twelve>
_____	Project Three: Review 25 %
_____	15% Process Work
_____	30% SC <due week fourteen>
_____	55% LC <due week sixteen>
_____	Final LC: A Writer's Reflection 5% <due at the final exam>
_____	Class Participation: 5%

#### **ATTENDANCE:**

Absences: You are allowed **THREE** unexcused absences during the semester before absences begin to affect your class participation grade. Any more than **FIVE** unexcused absences will result in a 10% (one letter grade) deduction from your final course grade for each day missed.

Tardiness: If you are more than five minutes late to class, you will be marked tardy for the day. Three instances of tardiness equals one absence. If you come to class more than twenty minutes late, then you will be counted as absent for the day.

Deadlines and make-ups: Please turn in all work on time. Long and Short Compositions will be docked five percent (½ of a letter grade) for each school/business day that they are late. Late process work is automatically deducted 50% regardless of when you turn it in. Any request to turn in late assignments, or make up an in-class writing assignment must be accompanied by a documented excuse, such as a doctor's note or summons to court, and the makeup time must be during my listed office hours.

Dropping the course: If you stop attending class, please make sure to formally drop the course in the registrar's office. If you stop attending class without dropping the course, you will receive a final grade of F.

#### **CLASSROOM CONDUCT:**

You are expected to treat faculty and fellow students with respect. Any actions that purposefully distract the class will not be allowed. Respect for the opinions of others is very important in any environment, especially when you are voicing opposition to those opinions, which you are encouraged to do in this class. It is likely, in fact, that you may not agree with much of what is expressed in the classroom. Regardless of the topic of discussion or the casual nature of the exchange, courteous behavior and responses are expected at all times. Disrespectful statements or actions, whether directed at your classmates or at me, will be reported to the Office of Academic Affairs. Sexual harassment, including but not limited to making inappropriate comments to your classmates or me, will not be tolerated.

Electronic Devices: Cellular phones and texting are not allowed during class. Working on a laptop computer or other device is also not allowed without my permission or a note from the Office of Disability Services. Students who ignore this rule will be given a warning, docked class participation points, or asked to leave.

**MOODLE/EMAIL:**

Every UNO student has a computer account and access to Moodle. It is a requirement of this course that you use this resource. Please check your UNO email daily. I will respond to your email within 24 hours, Monday through Friday.

**ACCOMODATIONS FOR STUDENTS WITH DISABILITIES:**

It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services (UC 260) as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.

**ACADEMIC DISHONESTY**

Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

In short, plagiarism and academic dishonesty will be handled according to departmental and university regulations and may result in failure of this course. A plagiarized paper will result in a grade of zero for the assignment without opportunity for revision.