

# English 1050: Thought & Writing

22412 – Summer I 2009 – Online: [elearn.wmich.edu](http://elearn.wmich.edu)

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AOL Instant Messenger: ENGL1050 – (906) 360-3604

Online Office Hours: Monday, Thursday 2-4 pm

## Course Objectives

English 1050 is an introduction to writing at the college level, providing students with the skills necessary to produce exemplary writing across subject areas throughout their university careers and beyond. In order to achieve this goal, students will approach writing through the lens of genre with special emphasis placed on producing creative and intellectually challenging projects.

## Resources

You should purchase two textbooks for the course: *The Norton Field Guide to Writing, with Readings and Handbook* (Bullock) and *Writing Beyond the Rules: Juxtaposition, Disruption, and Multiple Genres* (Walker). These books will be essential to understanding the goals of the course and requirements of many projects. Each student should purchase the textbooks during the first week of class (both are available from the WMU Bookstore).

## Projects

Student writing in this course will primarily consist of three major project sequences. Each of these sequences will contain multiple assignments. All sequences will encourage the exploration of how genres dictate form, the standards of academic writing, and the creative presentation of ideas.

### **Project Sequence One: Genre and Identity**

In this project sequence, students will first introduce themselves to their classmates through the Self-Profile. Next, they will each perform an analysis of their own online identity. Finally, students will compare and contrast these two documents, noting the rifts and overlap between their perceived real and online selves.

### **Project Sequence Two: Using Technology and Genre Conversion**

After selecting a piece of writing that she or he has completed in the past, each student will analyze the context that shaped its creation. In this respect, this sequence will be analytical in orientation, critically examining the social situations that molded past writing projects. Students will be prompted to consider the ways in which any piece of writing is necessarily shaped by the circumstances of its creation and composition. Going beyond this concept, however, students will also consider how to most effectively present their original ideas—thus transforming their original projects into new works that may integrate the use of technology.

### **Project Sequence Three: Academic Genres**

Using an understanding of the written academic genre ethnography as their guide, students will create innovative visual ethnography projects. These projects will present and explore the social context of a given physical space through the use of visual images and accompanying text. Each student will select a unique social space (for instance, a waiting room at an office, a department store, etc.), visually document it, and exhibit this visual ethnography for the entire class. Building upon this visual presentation of the previous project, students will offer a substantial written ethnographic document describing the already-selected space. This final project should demonstrate students' keen awareness of generic conventions and the standards of academic writing.

### **Revision**

Revision will play a central role in the student writing process this semester. Students should learn to craft texts in advance of due dates and to manage self-improvement of essays. Furthermore, students should learn to significantly rethink their work, doing more than only correcting grammar and spelling. After initial submission of each assignment in a sequence, students will receive individual feedback from the instructor; they should use this feedback as a guide for their final revisions (which can improve the original grade).

### **Grammar Exercises**

In this online setting, students will be asked to complete a variety of grammatical exercises. These will provide students with a means of improving technical issues in their writing as well as gaining a deeper understanding of how the rules of grammar govern effective writing.

### **Reading Reflections**

For many reading assignments, students will compose a brief (one half page to one page) reflection that responds to, challenges, or questions the assigned text (or texts). This aspect of the course will provide a forum for students to intellectually and critically respond to the chapters and samples that they read. If more than one reading is assigned on a given day, students do not need to complete multiple reflections; instead, they should respond to the elements of the readings they found most interesting. These will be submitted in the assignment dropbox.

### **Effort, Participation, and Discussion**

Although this is an online course, students will be expected to put in the same amount of time for course work and activities as they would in a normal section of ENGL1050; hence students should be prepared to work all of the time they would have spent in a normal classroom as well as the time they would have spent working on assignments. As much of the coursework will be self-directed, students are expected to put forth much effort into creating polished and intellectually satisfying projects.

Students can demonstrate continued engagement and participation in the course in a variety of ways. These include: discussing your work substantially with the instructor, thoughtfully interacting with other students on the discussion boards, and actively revising project sequences.

### **Grading**

The course will be based on the following percentages:

A	93-100
B/A	87-92
B	83-86
C/B	77-82
C	73-76
D/C	67-72
D	60-66
F	59 and below

Final grades will be calculated by the following distribution:

Project Sequence One	20 %
Project Sequence Two	20 %
Project Sequence Three	20 %
Grammar Exercises	10 %
Reading Reflections	10 %
Orientation Survey	2 %
Project From the Past Upload	2 %
Effort/Participation	6 %
Final Assessment	10 %

### **Office Hours and Email Availability**

Should you have any questions, please feel free to contact me via email ([stephen.f.grandchamp@wmich.edu](mailto:stephen.f.grandchamp@wmich.edu)). If you email me before 4 pm Monday through Thursday, I will answer you before 6 pm on that day. If you email me on the weekend, response is not as regimented but usually still consistent if my schedule allows. Also, always be sure to use your WMU assigned email account.

I also host online office hours 2-4 pm on Mondays and Thursdays. Feel free to contact me via email or on AOL Instant Messenger (screen name: ENGL1050) during these hours.

Finally, if you need to talk to me about a pressing or extensive issue, feel free to contact me via phone at (906) 360-3604. If you can handle the matter through email, however, please use that forum for communication.

## **Document Formatting and Submission**

All documents should be submitted as stipulated in the individual assignments. All submitted work should be in .doc format; if you do not have Microsoft Word, you can download Open Office ([www.openoffice.org](http://www.openoffice.org)), a free program that will provide the same functionality of Word. Please name your files with your last name followed by the assignment (for instance, JonesEthnography.doc).

## **Late Work**

Late assignments are not accepted—each assignment must be turned in by the specified time that it is due. If an assignment is submitted late, it will receive a failing grade. If you have a special situation in which you must turn a paper in late, please contact the instructor WELL BEFORE the due date.

## **Academic Honesty Policy**

WMU takes all forms of academic dishonesty seriously, including plagiarism. Plagiarism undermines academic integrity values and WMU's educational goals. Plagiarism is defined in the Student Rights and Responsibilities section of the WMU's Undergraduate and Graduate Catalogs as follows:

Plagiarism: Definition: Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc. are common knowledge.

Students caught cheating in this course on any assignment will fail the course and be subject to disciplinary action by the appropriate WMU authorities. Additionally, each piece of writing produced for this course should be newly written specifically for the purposes of the assignment (if you would like to continue work on an already complete project, please discuss this option with the instructor well in advance of the due date). If you are confused at any time about what you need to do to avoid plagiarism and other ethical issues, please feel free to contact me to discuss your concerns.

## **Students With Disabilities**

Western Michigan University provides academic assistance for Students with Disabilities, including the technical, academic, and emotional support necessary to achieve academic and personal success. Course related assistance and academic accommodations are provided to eligible students with documented disabilities. Services may include advocacy, reader services, interpreters, alternate exam administration, and note takers. Adaptive equipment is also available. Students are encouraged to contact one of the following offices:

- Disabled Student Resources and Services (DSRS), 387-2116, serves students who have documented physical and psychiatric disabilities.

- The Office of Services for Students with Learning Disabilities (OSSLD), 387-4411, serves students who have documented learning disabilities and related emotional issues.

- The Office of Institutional Equity (OIE), 387-8880, acts affirmatively on behalf of qualified persons who have disability related compliance issues in accordance with Federal and State guidelines and regulations.

NOTE: If you have questions regarding access to the materials for this course, you should contact the instructor ([stephen.f.grandchamp@wmich.edu](mailto:stephen.f.grandchamp@wmich.edu)) immediately.

# Assignment Schedule

## English 1050: Thought & Writing

Instructor: Stephen Grandchamp ([stephen.f.grandchamp@wmich.edu](mailto:stephen.f.grandchamp@wmich.edu))

NOTE: Assignments are due on a Monday/Tuesday/Wednesday/Thursday schedule. All assignments and readings should be completed by 5 pm on the specified due date. I always accept early submissions!

### May 4

**Readings:** None

**Assignments:** None

### May 5

**Readings:** None

**Assignments:** None

### May 6

**Readings:** *Writing Beyond the Rules* (v-ix, 11-13)

**Assignments:** Orientation Survey, Reading Reflection for *Writing Beyond the Rules* (v-ix, 11-13)

### May 7

**Readings:** *Norton Field Guide* (2-17, 153-159), *Writing Beyond the Rules* (58-60)

**Assignments:** Reading Reflection for *Norton Field Guide* (2-17, 153-159) and *Writing Beyond the Rules* (58-60)

### May 11

**Readings:** *Norton Field Guide* (39-59)

**Assignments:** Self-Profile (post to discussion board), Comma Exercise #1

### May 12

**Readings:** *Norton Field Guide* (266-274)

**Assignments:** Online Identity Analysis

### May 13

**Readings:** None

**Assignments:** None

### May 14

**Readings:** None

**Assignments:** Comparative Identity Analysis

### May 18

**Readings:** *Writing Beyond the Rules* (101-104, 105-109)

**Assignments:** Reading Reflection for *Writing Beyond the Rules* (101-104, 105-109), Comma Exercise #2

### May 19

**Readings:** None

**Assignments:** Project Sequence One Revision

### May 20

**Readings:** *Norton Field Guide* (452-484)

**Assignments:** Reading Reflection for *Norton Field Guide* (452-484)

### May 21

**Readings:** *Writing Beyond the Rules* (142-144)

**Assignments:** Upload Project From the Past, Sentence Fragment Exercise

**May 25****Readings:** None**Assignments:** None**May 26****Readings:** None**Assignments:** Apostrophe Exercise,  
Project From the Past Analysis**May 27****Readings:** None**Assignments:** None**May 28****Readings:** None**Assignments:** Genre Conversion**June 1****Readings:** None**Assignments:** None**June 2****Readings:** None**Assignments:** Project Sequence Two  
Revision**June 3****Readings:** *Writing Beyond the Rules*  
(163-167), Sample Ethnography  
(available online)**Assignments:** Reading Reflection for  
*Writing Beyond the Rules* (163-167)**June 4****Readings:** *Writing Beyond the Rules*  
(83-87)**Assignments:** Reading Reflection for  
*Writing Beyond the Rules* (83-87),  
Semicolon Exercise #1**June 8****Readings:** None**Assignments:** Audience Analysis  
(post to discussion board)**June 9****Readings:** None**Assignments:** Visual Ethnography  
(post link to discussion board)**June 10****Readings:** *Writing Beyond the Rules*  
(169-177)**Assignments:** Reading Reflection for  
*Writing Beyond the Rules* (169-177),  
Semicolon Exercise #2**June 11****Readings:** None**Assignments:** Voting (post both votes  
to discussion board)**June 15****Readings:** *Norton Field Guide* (370-  
374)**Assignments:** Plagiarism Exercise**June 16****Readings:** *Norton Field Guide* (340-  
353, 354-357)**Assignments:** Common Grammar  
Mistakes Exercise**June 17****Readings:** *Norton Field Guide* (375-  
377, 358-369)**Assignments:** Citation Exercise**June 18****Readings:** None**Assignments:** Ethnography**June 22****Readings:** None**Assignments:** None**June 23****Readings:** None**Assignments:** Project Sequence Three  
Revision

**June 24**

**Readings:** *Writing Beyond the Rules*

(10, 11-13)

**Assignments:** Final Assessment