



ENGLISH 100E

Composition: Read, Respond, Revise, Repeat



Image Credit: detail from 'The Golden Funeral' by Scherezade García

Course Description

ENG 100E is a one-semester course designed to help build a collaborative writing community where we work together to develop academic writing and reading strategies essential to collegiate and professional writing. Together, English 100E and ENG 101 will introduce you to some of the strategies, tools, and resources necessary to becoming successful communicators in a range of academic, professional, and public settings.

In our class this Spring, we'll explore topics of identity, family, community, and the power of language and story. We'll explore a variety of genres by completing a Photo Memoir, a Common Read Experience of Elizabeth Acevedo's *Clap When You Land*, a Community Profile, and a Writing Portfolio. We'll complete multiple smaller assignments for homework and in class to help you successfully write our major assignments. Our goal this semester is to create a collaborative and safe environment that allows us to discuss our thoughts, reflect on our texts and ideas, form questions together, and join the conversations around our questions through writing. To help foster effective writing habits, we'll also commit to revision this semester, allowing and encouraging every writing assignment to be revised after evaluation. To help foster effective student habits, we'll take notes all semester for use with multiple open-note and open-textbook tests.

Quick Information

ENG 100E - H01E, Spring 2023

Tu/Th 8:00-9:15 in LAB 201

Dr. Rachael Fowler

Rachael.Fowler@usm.edu

Office: LAB 338A

Office Hours: Wed. 10:00-3:00
and also by appointment

TA: Mr. David Greenspan

Communication The easiest way to contact Dr. Fowler is by email. She will do her best to answer within 48 hours on weekdays, but may take longer to reply over the weekend. While you are free to email any day at any time, she also reserves the right to not answer emails after 5:00 pm. To talk in person, her office hours are on Wednesdays from 10:00-3:00 in LAB 338A. If this time doesn't work for you, let her know. We can always schedule an alternative time to meet.

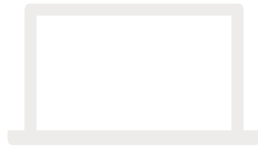
Required Materials

Let's Talk: A Pocket Rhetoric by Andrea Lunsford for regular required readings and for help with open-textbook tests

Consistent Laptop/Computer Access to find provided required readings and submit all written homework and major assignments

A Notebook In Class to take notes every class period and use for help with papers and open-note tests

Online Access to access the online components of this course you must first go to <https://usm.instructure.com/login/canvas>, then follow the log-in instructions. You will need to have your EMPLID and password (the same information you use to access SOAR and register for classes). If you have any questions or run into difficulty accessing the Canvas material for this course, please call the iTech Help Desk at 601-266-4357 or helpdesk@usm.edu. You can also get specific instructions on how to use components of Canvas by visiting www.usm.edu/lec.



Our Goals

Student Learning Outcomes After successfully completing this course, students will be able to:

- critically read, analyze, and synthesize various types of texts;
- understand that writing is a recursive process that includes reading, invention, planning, drafting, revising, and editing;
- recognize reading, learning, and writing as social acts;
- work collaboratively with peers in order to contribute to learning and writing processes;
- compose claims/thesis statements that focus and organize writing with attention to audience and purpose;
- develop and logically organize appropriate details and evidence to support writing focus, making connections between ideas;
- illustrate effective language use, style, grammar, mechanics, spelling, and punctuation appropriate to varied contexts.

Meeting Our Outcomes In order to meet our outcomes, we will focus on the following:

- practicing active reading and response skills;
- developing writing and revision processes;
- identifying audience and establishing an appropriate purpose or focus to reach a particular audience;
- considering conventions of style and expression in the context of your writing;
- revising and editing your writing;
- providing substantive feedback on your peers' drafts;
- building community through conversation, writing, and learning activities.

Attendance (20%)

To create a collaborative space, we depend on each other to show up prepared and ready to participate. To be counted present, you must be on time to class, be prepared, actively participate, not be distracted by technology or others, and stay the whole class period. Your attendance grade for each class period will be available on Canvas. I will keep in mind that everyone has a different comfort level with types of participation, but if your participation is lacking overall, that will be reflected in your attendance grade. If you're ever unsure about or unhappy with your attendance evaluation, I'm happy to talk one-on-one about ways to help you improve.

Photo Memoir Writing Process (15%)

In this project, you'll write a narrative essay that includes a photograph from an important moment in your life, the story of that moment, and a reflection on how the moment has affected you. This project is a process, which means you will earn points for both submitting the final Photo Memoir and frequent smaller assignments meant to help you write your memoir effectively. The entire writing process of this paper is worth 15% of your whole grade.

Common Read Experience (20%)

In this project, we'll read Elizabeth Acevedo's *Clap When You Land* together. This book will be provided to you in class. This unit requires you to practice active reading, summarizing, response, and analysis skills. We will engage with the book in a variety of ways, both academically and creatively to build a community of learners and readers. This project is a process, which means you will earn points by reading the entirety of the book, actively engaging in classroom discussions, and completing all written assignments related to the book. The entire reading/writing process involving *Clap When You Land* is worth 20% of your whole grade.

Community Profile Writing Process (20%)

In this project, you'll write an essay that profiles and analyzes a community you are a part of to show your reader its basic function, your place in it, and why it's important. This project is a process, which means you will earn points by completing primary research on an object important to the community, an interview with a member of the community, pre-writing assignments to help you organize your paper, and the final Community Profile. The entire writing process for this paper is worth 20% of your whole grade.

Final Portfolio (10%)

In this project, you'll write/compile a group of documents that illustrate your writing progress and reflect on the specific writing skills you've learned. This portfolio will include a reflection essay that introduces your portfolio documents, 3 pieces of writing from this semester that show specific writing skills you've learned, and 1 additional piece of writing (from our class, another class, or even your free-time) that also shows a specific writing skill you've learned.

Open-Note/Open-Textbook Tests (15%)

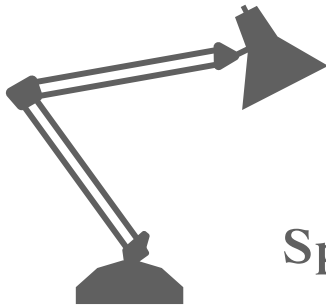
We'll complete multiple in-class tests this semester that will help you to review, document, and practice important writing concepts. You are allowed to use *your* notes and *your* textbook during these tests. They are meant to help you develop effective note-taking and homework habits. See the class schedule at the end of this syllabus for test dates.

Grade Breakdown

90-100%	= A
80-89.9%	= B
70-79.9%	= C
60-69.9%	= D
0-59.9%	= F

In order to receive at least a “C” grade in this course, you must satisfactorily complete *all* of the following:

- the entire writing process for the Photo Memoir, Common Read Experience, Community Profile, and Final Portfolio
- all required open-note and open-textbook tests
- consistently attend and participate effectively in class sessions



Spotlight on 3 Class Policies

1. Two Free Absences

You may miss 2 days of class with no penalty to your attendance grade (they’ll be marked excused on Canvas). After those first 2 absences, each additional absence will be marked 0% on Canvas. If you are absent on a day when graded, in-class work is due, you will not receive credit for that work.

2. Late Work

To promote effective student habits, late work will not be accepted this semester. Any work turned in late will receive a 0% grade.

3. Revisions

To promote writing progress, I allow revisions. To revise any written assignment submitted to Canvas, you must email me within 48 hours of my feedback being posted on Canvas and request to revise. We will then discuss a deadline for the resubmission and any help you need to make revisions. Your assignment grade will be adjusted based on the quality of your revision. You can revise assignments as many times as you need to earn the grade you desire as long as you follow the revision policies outlined here.

The Final Portfolio (due 5/9) cannot be revised for a higher grade after submission. Open-note/Open-textbook Tests cannot be revised for a higher grade after submitted. All other approved revisions are due 5/4.

Writing Center The Writing Center is a friendly space that provides free, individualized feedback and support to help Southern Miss students succeed with writing assignments for any class. The Center offers one-to-one consultations for any stage of the writing process, from understanding the assignment and brainstorming ideas to revising and editing. To make an appointment, visit usm.edu/writing-center. Select “Schedule an Appointment” and create a WC Online account. The Writing Center is located in Cook Library 112, between Starbucks and the Speaking Center. For more information, visit usm.edu/writing-center or call the center at (601) 266-4821.

Student Accessibility Services (SAS) Student Accessibility Services (SAS) is Southern Miss’s designated office to assist the University in its commitment to protect the civil rights of students with disabilities. SAS protects students from discrimination and offers reasonable accommodations to give them equitable access to university courses and resources. Disabilities covered under the ADA may include but are not limited to ADHD, learning disabilities, psychiatric disabilities, physical disabilities, chronic health disorders, temporary injuries, and pregnancies. If a student feels that they need classroom or housing accommodations based on a disability they should contact SAS by phone at 601-266-5024, by email at sas@usm.edu, in person by visiting the SAS office located in Bond Hall Room 114, or online at www.usm.edu/sas.

Mental Wellbeing USM recognizes that students sometimes experience challenges that make learning difficult. If you find that life stressors such as academic workload, anxiety, depression, relationship problems, difficulty concentrating, alcohol/drug problems, or other stressful experiences are interfering with your academic or personal success, consider contacting Student Counseling Services on campus at 601-266-4829. More information is also available at <https://www.usm.edu/student-counseling-services>. All students are eligible for free, confidential individual or group counseling services. In the event of emergency, please call 911 or contact the counselor on call at 601-606-HELP (4357).

Confidentiality and Mandatory Reporting As an instructor, one of my responsibilities is to help create and maintain a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USM’s campus with certain University officials responsible for the investigation and remediation of sexual misconduct. The information will remain private and will only be shared with those officials necessary to resolve the matter. If you would like to speak in confidence, resources available to students include Confidential Advisors with the Shafer Center for Crisis Intervention, the Counseling Center, Student Health Services, and Clergy. More information on these resources and University Policies is available at <https://www.usm.edu/sexual-misconduct>.

Academic Integrity Statement Academic misconduct involves deception to improve a grade, earn course credit, complete a degree, or create an unfair academic advantage for oneself or disadvantage to another in the academic community. All students at the University of Southern Mississippi should familiarize themselves with the Student Academic Integrity Policy to become familiar with what actions constitute academic misconduct, a violation of that policy. Southern Miss values “an approach to academics, research, and personal conduct based on integrity and civility” and the Student Academic Integrity Policy supports that University value. Forms of academic misconduct may include, but are not limited to:

Cheating - Cheating is a broad category of academic misconduct characterized by an attempt to gain academic advantage through inappropriate means or impede the academic achievement of others.

Plagiarism - The use of another person's or source's words, creative works, or ideas without appropriate quotation or attribution; claiming or submitting for academic credit the work of another.

Lying - The misrepresentation of one's academic work, lying to an instructor to increase a grade, or lying to an instructor regarding an academic integrity violation.

Acquiring or Distributing Information Inappropriately - The act of distributing or obtaining course assignments or examination questions or answers from sources not approved by the instructor or proctor (includes, but is not limited to, unauthorized use of the Internet, test banks associated with course text and previous student work).

Fabrication or Falsification of Data - Any statement of untruth in any matters related to the academic experience, including but not limited to forgery; false claims of authorship; falsification of information, data, or results derived from or related to research or to laboratory experiments.

Stealing or Defacing - The act of intentionally taking, transferring, defacing, or destroying, without right or permission, any property related to the academic mission of the University, including an attempt to impede others.

Multiple Submissions - The submission, more than once, without authorization by any instructors involved, of substantial portions of the same work, including oral reports or work submitted for retaken courses.

Conspiracy - The act of agreeing or planning with any person to commit any violation of the Student Academic Integrity Policy.

If you commit an act of academic misconduct, sanctions ranging from resubmission of work to course failure may occur to the possibility of receiving a grade of “XF” for the course, which will be on the student’s transcript with the notation “Failure due to academic misconduct.” Should you be accused of academic misconduct, please visit the [Academic Integrity Website](#) or email integrity@usm.edu for any questions you may have about your rights and about the academic integrity process. Southern Miss provides many campus resources that are detailed in this syllabus and will be discussed by your professors; please utilize those to help you learn. At Southern Miss, we care about your personal work and learning journey.

Photo Memoir Writing Process		
Day	In Class	Due on Canvas by midnight
Thursday, 1/19	Discuss Syllabus, first in-class writing (thoughts on writing, a favorite story, important moment from your life, goals)	
Tuesday, 1/24	Prompt for Photo Memoir, show sample Photo Memoir, in-class writing	“House on Mango Street” homework
Thursday, 1/26	“House on Mango Street” activity to discuss active reading and moments, brainstorming moments for the Photo Memoir, see sample Photo Memoir and locate the moment (how it’s a story)	
Tuesday, 1/31	Pixar activity on storytelling techniques, “House on Mango Street” activity to discuss storytelling techniques, start writing our own moments using storytelling techniques	Pre-Writing on your chosen moment for the Photo Memoir
Thursday, 2/2	See sample Photo Memoir to look at the moment, the introduction, the guiding sentence, and the conclusion; in-class writing	
Tuesday, 2/7	Discuss captions from “An Illustrated Essay” in <i>Let’s Talk</i> pg. 473-474, Discuss “Attention-Getting Titles” in <i>Let’s Talk</i> pg. 409, in-class writing	Photo Memoir Draft
Thursday, 2/9	In-class writing, guided workshop handout for Photo Memoir draft	Photo Memoir Due
Tuesday, 2/14	Open-Note/Open-Textbook Test including Reflection on Photo Memoir and “Take Time to Reflect [...]” in <i>Let’s Talk</i> pg. 98	

Common Read Reading and Writing Experience		
Day	In Class	Due on Canvas by midnight
Thursday, 2/16	Introduce Common Read book, discuss Common Read Prompts, see sample submissions	Short assignment on "Listening" in <i>Let's Talk</i> pg. 4
Tuesday, 2/21	Mardi Gras Break — No Class	
Thursday, 2/23	Discuss <i>Clap When You Land</i> pg. 1-70, In-Class Common Read Response (200 points), ICE method for presenting material from the book	<i>Clap When You Land</i> Instagram Post 1 (100 points), short assignment on "Reading to Understand, Engage, & Respond" in <i>Let's Talk</i> pg. 52
Tuesday, 2/28	Discuss <i>Clap When You Land</i> pg. 71-148, In-Class Common Read Response (200 points), effective paragraph structure	Major Common Read Response (300 points)
Thursday, 3/2	Discuss <i>Clap When You Land</i> pg. 149-208, In-Class Common Read Response (200 points)	<i>Clap When You Land</i> Instagram Post 2, short assignment on "Summarizing and Responding" in <i>Let's Talk</i> pg. 203
Tuesday, 3/7	Discuss <i>Clap When You Land</i> pg. 209-293, In-Class Common Read Response (200 points)	Major Common Read Response (300 points)
Thursday, 3/9	Out-of-Class Reading and Writing Day (read pg. 294-356 of <i>Clap When You Land</i>)	<i>Clap When You Land</i> Instagram Post 3, short assignment on "Quoting, Paraphrasing, Summarizing" in <i>Let's Talk</i> pg. 283
Tuesday, 3/14	Spring Break — No Class	
Thursday, 3/16	Spring Break — No Class	
Tuesday, 3/21	Discuss <i>Clap When You Land</i> pg. 357-417), In-Class Common Read Response (200 points)	Major Common Read Response (300 points)
Thursday, 3/23	Open-Note/Open-Textbook Test including Reflection on Common Read	

Community Profile Research and Writing Process		
Day	In Class	Due on Canvas by midnight
Tuesday, 3/28	Discuss Prompt for Community Profile, see sample Community Profile (annotated), brainstorm and choose community, scheduling interview	Pre-Writing/Planning for your Community Profile (artifact and interview resources available), short assignment on "Conducting Field Research" in <i>Let's Talk</i> pg. 259
Thursday, 3/30	Out-of-Class Research and Writing Day	First 2 paragraphs of Community Profile due (introduction to community basics, your place in the community)
Tuesday, 4/4	See sample annotated Community Profile, discuss "community characteristics" as a way of profiling, brainstorm your community's chosen characteristics, start writing paragraphs for each chosen characteristic (remember effective paragraph structure)	
Thursday, 4/6	Discuss effectively placing/using/citing your artifact and interview, start artifact paragraph(s) (remember ICE method)	Next 2 paragraphs due (on 2 of your chosen community characteristics)
Tuesday, 4/11	Return to overall structure of Community Profile, discuss strong thesis statements, draft your thesis statement in class and workshop it	
Thursday, 4/13	In-class writing, Required Conferences for Community Profile	
Tuesday, 4/18	In-class writing, Required Conferences for Community Profile, guided workshop handout for Community Profile	Community Profile
Thursday, 4/20	Open-Note/Open-Textbook Test including Reflection on Community Profile	

Final Portfolio Reflecting		
Day	In Class	Due on Canvas by midnight
Tuesday, 4/25	Discuss Final Portfolio Prompt, see sample format for Final Portfolio, brainstorm documents/writing skills	
Thursday, 4/27	See sample Reflection Essay to discuss introduction, thesis, paragraph structure, using specifics from your documents, conclusion; start writing Reflection Essay in class	
Tuesday, 5/2	In-class work on Final Portfolio, Required Conferences for Final Portfolio	
Thursday, 5/4	In-class work on Final Portfolio, Required Conferences for Final Portfolio	All approved revisions
Tuesday, 5/9	Final Exam Week — No Class Period	Final Portfolio

Note: The instructor reserves the right to modify course dates/assignments as necessary. All changes will be announced in class, communicated by email, and reflected on Canvas.