ENGL 1050-B25: Thought & Writing
Tuesdays & Thursdays, 2:00 PM to 3:40 PM (Dunbar Hall, 4208)

INSTRUCTOR: Sarah Kidd
OFFICE: Sprau 714

EMAIL: sarah.e.kidd@wmich.edu
OFFICE HOURS: Tuesdays, 4 PM to 5 PM (or by appointment)

Course Description: ENGL 1050 is a 4-credit freshman-level course in which students develop their understanding of the ways that writing is situated in local situations and the mediation of historically provided tools and practices. Students produce a range of academic and non-academic texts, applying knowledge of the composition processes, rhetorical strategies, genre requirements, and textual conventions like style, grammatical structure, and visual/formal design. Students also learn to analyze and map different components of literate activity (production, representation, distribution, reception, and socialization) and to produce texts that take into account the complex interactions of these components in specific writing/composing tasks.

Course Objectives: Upon successful completion of ENGL 1050, you should be able to:
• Understand and apply fundamentals of college-level writing, including purpose, clarity, organization, coherence, insight, and development
• Avoid cliché phrases and mechanical errors in your writing
• Find quality sources through research, both online and in the library
• Ethically cite and successfully integrate the works and ideas of others into your own work
• Thoughtfully consider and respond to opposing views
• Shift voice, style, and content in accordance with the genre in which you’re writing
• Give and receive meaningful feedback with peers
• Accept and apply feedback from your instructors (not just me!)
• Read published essays and ask yourself, “What rhetorical devices are used? Are they effective?”
• Participate in meaningful textual analysis through writing, group work, and class discussions

Required Materials (5):

• Readings for Writers. Edition: 3rd
  Editors: Wegener, Maher, Langan, Sachs, Perryman-Clark
  ISBN: 9781319035099
  Publisher: Bedford/Saint Martin’s

• Easy Writer. Edition: 5th
  Author: Lunsford
  ISBN: 9781319034726
Publisher: Bedford/St. Martin’s

- *Bad Feminist.*
  Author: Roxane Gay
  ISBN: 9780062282712
  Publisher: Harper Perennial

- $5.00 copy fee card, available for purchase at the WMU bookstore (*no card = no grading*).

- Eli Review Student Subscription (Eli Review 6mth Access) (THIS IS NOT A BOOK; it’s a code)
  Author: Drawbridge
  ISBN: 9780692476123
  Copyright Year: 2015
  Publisher: Drawbridge, Inc
  Purchase at the campus book store

  > We will be using Eli Review extensively in this class. Without it, you will not be able to participate in class, which will negatively affect your grade. If you have not purchased your subscription by the time we start using Eli Review in class, I may ask you to leave so that you can go buy it.

**Other Resources:**
WMU Library Research Guide: [http://libguides.wmich.edu/english1050](http://libguides.wmich.edu/english1050)
WMU Writing Center Website: [http://www.wmich.edu/casp/writingcenter](http://www.wmich.edu/casp/writingcenter)
Purdue Owl: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
My Tumblr: [http://sarahekidd.tumblr.com](http://sarahekidd.tumblr.com)

**Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Project 1: Narrative</td>
<td>150</td>
</tr>
<tr>
<td>Project 2: Argument</td>
<td>150</td>
</tr>
<tr>
<td>Project 3: Researched Argument</td>
<td>250</td>
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<tr>
<td>Project 4: Unfamiliar Genre</td>
<td>150</td>
</tr>
<tr>
<td>Participation (includes Eli)</td>
<td>100</td>
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<tr>
<td>Rough Drafts</td>
<td>100</td>
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<tr>
<td>Homework and In-Class Work</td>
<td>50</td>
</tr>
<tr>
<td>Reading Pop Quizzes</td>
<td>50</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>1000</strong></td>
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**Grade Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>925 – 1000 points</td>
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<tr>
<td>B/A</td>
<td>875 – 924 points</td>
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<tr>
<td>B</td>
<td>825 – 874 points</td>
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<tr>
<td>C/B</td>
<td>775 – 824 points</td>
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<tr>
<td>C</td>
<td>725 – 774 points</td>
</tr>
<tr>
<td>D/C</td>
<td>675 – 724 points</td>
</tr>
<tr>
<td>D</td>
<td>600 – 674 points</td>
</tr>
<tr>
<td>E</td>
<td>0 – 599 points</td>
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**Descriptions of the Projects:**

| Project 1: Narrative about Tension/Conflict with Pop Culture | In this 3-5 page personal narrative, you will describe a sort of tension or conflict that you feel in relation to an item of pop culture. Perhaps you really enjoy a certain music artist, but that artist’s music is in conflict with your personal values. You will refer to class readings, particularly readings found in Roxane Gay’s *Bad Feminist*, for examples as you write your own essay. |

| Project 2: Movie Review | In this brief movie review of 500-700 words, you will argue whether your readers should or should not see a film that you have chosen to review. If you prefer, you may write a review that is neither positive nor negative, but this approach will likely be the more difficult one. You will incorporate rhetorical strategies into your argument and avoid logical fallacies. Refer to the movie reviews we’ll be reading, as well as Roxane Gay’s essays on movies we’ll be reading, as you write your review. |

| Project 3: Researched Argument about a Movie | In this 5-7 page researched argument, you will construct an argument about a movie. Your argument will center on the film and its relation to violence, sexuality, sex/gender, race, or society. You will back up your original argument with information taken from at least 5 scholarly sources, and you will cite your sources using MLA style. |

| Project 4: Unfamiliar Genre | TBD |

**Class Participation Grade:** You will be graded on your classroom participation. This includes attending class, arriving on time, participating in group work, being present and engaged in class discussion, participating in peer review, and paying attention in class. I understand the feeling of not wanting to talk in front of the entire class, so I will not dock your participation grade for being a reserved person. However, I will invite you to speak, and if you decline the invitation, you must participate in the various ways outlined above in order to receive full participation points for the semester.
**Reading Pop Quizzes:** On days that reading assignments are due, we may begin class with a brief quiz. These quizzes are nothing to worry about if you complete your reading assignments (in order to complete a reading assignment, you must understand and be familiar with what you have read. You cannot skim a reading assignment and consider it complete!).

**Late Assignment Policy:** I do not accept late homework, in-class work, or rough drafts. I do accept late projects, but there are stipulations to this policy. The final grade of a late project will be docked 10 points for each day that the project is late. The first day of lateness, and the first grade reduction, begins as soon as the hour of the deadline has passed. For example, if a project is due at 12 AM, it is considered one day late at 12:01 AM. **If your project is more than five days late, you will not be allowed to turn it in, and you will fail the course.**

**Turning In Drafts:** Please submit both rough and final drafts as PDFs through Eli review. You will have to export your document into PDF form. Also, Eli only allows midnight deadlines, so keep that in mind. If a project is due on a Tuesday, it is due at midnight on that Tuesday (i.e., at 11:59 PM on a Tuesday, you have one minute left to turn it in).

**Draft Format:** Drafts are to be typed in double-spaced, 12 point, Times New Roman font, with 1” margins. Breaks between paragraphs should not include additional spacing, nor should the area around your title. Also, for drafts longer than three (3) pages, please include page numbers.

**1050 Tumblr Account:** You will complete most in-class assignments and homework through Tumblr blog posts. If you are unfamiliar with Tumblr, it is an easy-to-use blogging website. If you already have an account, you are welcome to use it for this class. However, keep in mind that I will be following your blog. If you are uncomfortable with this, I suggest that you create a new blog within your Tumblr account specifically for this class. Also, please note that I will be visiting your blog to view your assignments. If I don’t see your post when I visit your blog, you won’t get credit for the post. This means that, if you plan to use your personal Tumblr for this class but you post lots of things on Tumblr, I suggest that you create a secondary blog within your Tumblr account that you use specifically for this class. This way, I can easily find your posts for this class.

If you do not have a Tumblr account, you will need to make one. Please visit [http://tumblr.com](http://tumblr.com) and enter an email address. That is the only personal information you will need to provide. You will also choose a username. Your blog’s URL will by default include your username, but you can change this later. My Tumblr is: [http://sarahekidd.tumblr.com](http://sarahekidd.tumblr.com). My Tumblr includes links to the Elearning and Eli Review websites as well as a copy of this syllabus. I will also post your homework and in-class assignments to my Tumblr for your reference. If you have any problems using Tumblr, please let me know. I will gladly help you.

**Attendance Policy:** I do not differentiate between excused and unexcused absences. You are adults, and you may decide when you need to miss class. Perhaps you have a doctor’s appointment, or you’ve come down with the flu, or you just have other plans. **However, you are only allowed to miss three (3) classes this semester without penalty.** I suggest that you use these allotted absences wisely. For every absence after the third absence, regardless of cause, your final grade will drop by 3%. For example, if you earned a 93% in the course but were absent five times in total, you would instead receive an 87%. However, if you miss three (3) or more classes within the same project unit, you will receive a zero for that project, and you will fail the course. **Because the project units are meant to build off of one another, if you receive a zero on a project, then you cannot complete any of the subsequent projects, and you will, as a result, fail the course.**
WMU is committed to helping you succeed. As part of this initiative, I will be reporting individual student attendance problems to the registrar's office. If you have missed more than three classes or if I see a pattern of poor attendance that may jeopardize your success in class, I will report this to the registrar. If the registrar's office determines that a student is missing multiple classes or appears to be in jeopardy of failing the class, they may contact your residence hall director, resident assistant, or other student support person at the university.

**Tardiness Policy:** Tardiness disrupts the focused class environment and prevents full participation. Any in-class work missed due to tardiness cannot be made up, and being habitually late to class will affect your participation grade.

**Computer Policy:** You are required to have computer access for this class, both inside and outside of the classroom. A computer is required to compose essays, use Elearning, use Tumblr, send emails, perform research, and perform peer editing. We are fortunate to be in a room that doubles as a computer lab. If you do not wish to use these computers, you may bring your own device and use that instead. **Please note that while we will use computers in class, we will only use them for class-related purposes.** Outside of class, you can use the computers found in the library as well as those found in the various labs throughout campus.

**Cell Phone Policy:** You are only allowed to use your phone in class when I specifically tell you to take out your phone. **Otherwise, any phone use is a distraction from the classroom.** It is rude behavior, but it is also unwise behavior, as you cannot pay attention to what is happening in class if you are busy on your phone. For this reason, your first instance of phone use on a given day will count as one tardy: if I see you using your phone, I will ask you to put it away and mark you as tardy for the day (remember that tardies negatively affect your participation grade). If I see you using your phone a second time that same day, I will change that tardy to an absence and ask you to leave the classroom for the day. If you’re only checking your phone to see what time it is, just ask me for the time! I wear a watch.

**Safe Place Policy:** Our classroom is a safe place, and we must all be respectful and supportive of the work of others. Your classroom participation grade will be based in part on whether you treat your classmates with the dignity and respect they deserve. **Hate speech, bullying, or disrespectful treatment of others will not be tolerated.** Any student who engages in this type of behavior will be marked as absent and asked to leave the classroom for the day, and will be required to meet with me at a later time to discuss the behavior.

While our classroom is a safe place, I suggest you write about topics you feel comfortable sharing with others, as others in class will likely read your work. Further, I may ask you to share your work with the class, or may ask for permission to discuss your work with the rest of the class.

We live in a world filled with difficult and sensitive issues, and I want this class to reflect and facilitate learning about the real world. We will be reading and discussing materials that cover sensitive topics like sexuality, gender, race, and culture, among other things. Please know that these types of readings and discussions are coming, and when we hold discussions about sensitive topics in class, please be sure to address these issues sensitively and respectfully.

We may also read and discuss materials that may seem to conflict with your personal views and beliefs. You are certainly not expected to change your beliefs, but you are expected to read the material. We will explore many different perspectives in this course; we don’t want to limit ourselves by avoiding certain perspectives that some students may disagree with.
Finally, everyone is welcome to share his/her opinion with the class. However, you must have evidence and logic in support of your opinions (that is, you can’t just say, “This is what I think, and I’m right because that’s just how it is.”). Also, everyone is welcome to openly disagree with an opinion or comment shared with the class, but if you disagree with something that someone has said, you have to have evidence and logic that supports your opinion as well.

**Academic Honesty Policy:** You are responsible for being aware of and understanding policies and procedures in the Undergraduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity, and computer misuse. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment.

**Plagiarism:** Plagiarism is intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without proper acknowledgement of the source). However, common knowledge does not need a source. If you are unsure as to whether something is common knowledge, please consult with me.

**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 who have documented disabilities. Services may include advocacy, reader services, interpreters, alternate exam administration, and note takers. Adaptive equipment is also available. The link for web information regarding services can be found at: [http://www.dsrs.wmich.edu/](http://www.dsrs.wmich.edu/). Students are also encouraged to contact one of the following offices:

- **Disabled Student Resources and Services (DSRS),** 269-387-2116, serves students who have documented physical and psychiatric disabilities, as well as students with documented learning disabilities and related emotional issues.
- **Office of Services for Students with Learning Disabilities (OSSL),** 269-387-4411, serves students who have documented learning disabilities and related emotional issues.
- **Office of Institutional Equity (OIE),** 269-387-8880, acts affirmatively on the behalf of qualified persons who have disability related compliance issues in accordance with Federal and State guidelines and regulations.

**Counseling Services:** Students face many challenges in a myriad of personal and professional contexts. Western Michigan University is fully committed to providing its students with avenues for identifying and addressing any emotional, physical, and/or psychological difficulties that arise, including relationship conflict, stress and anxiety, grief or loss, social and peer pressure, sexual identity questions, trauma and post-traumatic stress, adjusting to college life, feelings of depression, body image or eating disorders, etc. If any of these difficulties occur during the semester, I encourage you to contact Counseling Services by visiting the Sindecuse Health Center or by making an appointment (269-387-1850). Discussions with Counseling Services are confidential.

**Title 9 Policy:** Federal law and [WMU policy](http://www.wmu.edu/policies) prohibit sexual harassment, sexual assault, non-consensual sexual contact, sexual exploitation, harm to others, stalking, intimate partner violence, and retaliation. By law, when
campus officials are aware that such behavior occurs, they must investigate and take action to protect students’ safety. According to WMU’s new sexual assault policy, **most WMU employees are not confidential resources.** which means that information you reveal may be shared with campus investigators, whether you want this to happen or not. Many victims and survivors prefer to seek confidential support and services. The YWCA offers free support 24/7, which will inform and empower you to decide what options to pursue. These options include emotional support, evidence collection such as a rape kit, pregnancy and STI tests, emergency contraception, counseling, filling a police report, seeking a protection order, initiating criminal prosecution, and/or reporting to WMU. The YWCA crisis line, available 24/7, is (269) 385-3587. If you’ve experienced sexual or gender-based violence and wish to have WMU investigate and take action, you may contact the Office of Institutional Equity directly at (269) 387-6316, or ask someone you trust to report on your behalf.

**Religious Observances Policy:** The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith. It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student’s responsibility to make arrangements with his/her instructors in advance. It is in the student’s best interests to approach each instructor with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Students must also recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed.

**WMU Writing Center:** The WMU Writing Center is a free consultation service for all WMU students, where experienced writing consultants help writers of all levels and all abilities. Our consultants help writers to 1) determine strategies for effective communication and 2) make academically responsible choices at any stage of the writing process. Consultants help with writing assignments in any field of study. Appointments and drop-in sessions are available, but appointments are limited: if you feel that you may want to visit the Writing Center, try to book ahead of time. If you try booking at the last minute, you may find openings to be scarce. The Writing Center is located in 1343 Ellsworth Hall. More information can be found at the Writing Center website: [www.wmich.edu/casp/writingcenter](http://www.wmich.edu/casp/writingcenter).

**Required Gwen Frostic Reading Series:** One simple way to grow and challenge yourself as a writer is to engage with the work of other writers, especially those who are more experienced, and even those who write in different forms or genres than you do. Moreover, hearing an author read his or her work aloud can help you to see that writing is a rhetorical interaction (involving a speaker, a text, an audience, an occasion, etc.). Below is a list of readings scheduled during the Spring of 2016. **You are required to attend at least one reading and provide some proof of your attendance,** but for 10 points of extra credit, you may write a 2-page reflection about the reading. In this reflection, answer these questions:

- What did you like about the reading? What didn’t you like about it?
- What surprised or confused you?
- What was your overall reaction to the reading?
- How would you have reacted if you had merely read rather than heard these works?

*(reading schedule on following page)*
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<thead>
<tr>
<th>Author:</th>
<th>Date/Time:</th>
<th>Location:</th>
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<tbody>
<tr>
<td>Bonnie Jo Campbell &amp; Daneen Wardrop Reading</td>
<td>Thursday, 1/28, 8 PM</td>
<td>Bernhard Ctr. 157-159</td>
</tr>
<tr>
<td>Theatre Kalamazoo / New Play Fest, feat. Adam Szymkowicz</td>
<td>Friday, 2/5, 7 PM</td>
<td>The Epic Center</td>
</tr>
<tr>
<td>Claire Vaye Watkins Reading</td>
<td>Thursday, 2/18, 7 PM</td>
<td>Bernhard Ctr. 157-159</td>
</tr>
<tr>
<td>New Issues Poetry &amp; Prose Reading, feat. Adam LeFevre &amp; Judy Halebsky</td>
<td>Thursday, 3/24, 8 PM</td>
<td>Bernhard Ctr. 157-159</td>
</tr>
<tr>
<td>Gerald Stern &amp; Anne Marie Macari Reading</td>
<td>Thursday, 4/14, 8 PM</td>
<td>Bernhard Ctr. 157-159</td>
</tr>
<tr>
<td>Western Michigan University MFA / PhD Festival</td>
<td>Friday &amp; Saturday, 4/22-23, 7 PM</td>
<td>Bernhard Ctr. 157-159</td>
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**Frostic Reading Schedule: Spring 2016 Semester**

**Bonnie Jo Campbell & Daneen Wardrop Reading**
- Date: Thursday, January 28th
- Time: 8:00 p.m.
- Location: Bernhard Center 157-159

**Theatre Kalamazoo / New Play Fest (featuring Adam Szymkowicz)**
- Date: Friday, February 9th
- Time: 7:00 p.m.
- Location: The Epic Center

**Claire Vaye Watkins Reading**
- Date: Thursday, February 18th
- Time: 7:00 p.m.
- Location: Bernhard Center 157-159

**New Issues Poetry & Prose Reading (featuring Adam LeFevre & Judy Halebsky)**
- Date: Thursday, March 24th
- Time: 8:00 p.m.
- Location: Bernhard Center 157-159

**Gerald Stern & Anne Marie Macari Reading**
- Date: Thursday, April 14th
- Time: 8:00 p.m.
- Location: Bernhard Center 157-159

**Western Michigan University MFA/PhD Festival**
- Date: Friday, April 22nd & Saturday, April 23rd
- Time: 7:00 p.m.
- Location: Bernhard Center 157-159

**Author Information:**

- **Bonnie Jo Campbell** has authored five books of fiction, including *Mothers, Tell Your Daughters, Once Upon a River*, and *American Salvage*. She has received a Guggenheim Fellowship, a Pushcart Prize, the Eudora Welty Prize, and the AWP Award for Short Fiction, and has been a finalist for both the National Book Award and the National Book Critics Circle Award.

- **Daneen Wardrop** is the author of three poetry books: *The Oats of Being*, *Cyclorama*, and *Life as it is*. She has received an NEA Fellowship and the Poetry Society of America Robert H. Winner Award. Her poems have appeared in *The Southern Review*, *Gulf Coast*, *Kenyon Review*, *AGNI*, and elsewhere. She has also written several books of literary history.

- **Adam LeFevre** is the author of *Everything All at Once*, *Ghost Light*, and *A Swindler’s Grace*. After a stint of itinerant labor across the U.S., he settled in New York City and began a career as an actor on and off Broadway and in television and film. His plays have been produced in New York City and regionally.

- **Judy Halebsky** is the author of *Sky-Empty and Tree-Line*. She has received fellowships from the MacDowell Colony, the Vermont Studio Center, the Millay Colony, and the Japanese Ministry of Culture. The recipient of a Poets Under Forty Award, she currently teaches at Dominican University of California.

- **Anne Marie Macari** is the author of four poetry books, including *Red Deer* and *She Heads into the Wilderness*, and co-edited *Lit From Inside: 40 Years of Poetry from Alice James Books*. She has received the APRA/IOSA Herman Prize and currently teaches in the Drew University MFA Program in Poetry & Poetry in Translation.

- **Gerald Stern** is the author of 16 poetry books, including *Divine Nothingness*, *In Beauty Bright, and This Time: New and Selected Poems*. He has received the National Book Award, the Wallace Stevens Award, the Medal of Honor in Poetry, the Rebekah Johnson Bobbitt National Prize in Poetry, and the Frost Medal.