

**Bridgewater State University**  
**College of Humanities and Social Sciences**  
**English 101 Writing Rhetorically**  
**Fall 2023**

**Nicole Williams**  
**English Dept. Tillinghast 231**  
**Office Hours:** by appointment  
**Email:** [Nicole.williams@bridgew.edu](mailto:Nicole.williams@bridgew.edu)  
**Website:** <http://www.nicoleannwilliams.com>

By the last day of drop add on Wed 9/13 you must send me an email from your BSU account stating that you have read and understand the syllabus. From that day forward you should check your e-mail at least once a day as I may send you important messages during the semester. E-mail is an easy way to contact me between classes--feel free to e-mail me about any concerns you have. This email will demonstrate your ability to meet deadlines in a timely manner -- a vital skill for college as well as your ability to access your email. **Every day the assignment is late, counts a 1/3 of a letter grade off your final reading journal grade.**

**Materials:**

Notebook, folder, pen, bring laptop/tablet to class.

**Course Description:**

This Course is designed to help you become a better reader and writer both in real life as well as in college life. This section is also designed to introduce you to some of the major disciplines of study and your own major/career interest so that you can learn about the liberal arts education you are embarking on, a core of a college education compared to that of a vocational or career training program, as well as begin to think about your own career possibilities.

To begin, the way you write for your college teachers is different than any way you've been asked to write before. The way you read and wrote in high school will not cut it here. There are, as with most things, rules to be followed. I will try to help you understand not only what those rules are but the more important reasons for why we—and by we I mean your professors at college—ask you to follow them as well.

But just teaching you to write for school, or to be optimistic, to get a good grade is something of a waste of my time and yours since you'll only be writing for a grade for a relatively short time from this point on, so it is important that we look at other reasons to write—and read. **Reading and writing can, and I really believe this, make us better, more thoughtful people. This is because reading and writing are both ways of making sense of the world around us.** They are processes that require us to use our brains. So reading and writing in this class is like running short training runs in preparation for a much longer race—the critical work that I will ask you to try to do as we read and write this semester is practice for the critical thinking and writing you will need to do in real life. By real life I mean your personal daily activities and your career.

**Course Objectives:**

By the end of this course students will be able to:

- Develop rhetorical awareness by understanding how to analyze the purpose and audience for specific writing situations and use this analysis to guide their writing and reading.
- Formulate a focused, arguable thesis and support this thesis in an effectively organized essay with evidence drawn from class readings, class discussions, and their knowledge and experience.
- Compose in a voice appropriate for the genre, goals, and target audience.

- Approach writing as a recursive process which involves inventing, composing, revising, and editing.
- Critically read and respond to a variety of texts, including published texts, their peers' texts, and their own texts.
- Use technology to write, revise, and deliver documents.
- Demonstrate facility in using the conventions of Standard Written English, including the conventions of sentence structure, usage, and punctuation.

### **Course Policies:**

**In order to successfully pass this course you must attend class, participate in class discussions, complete in class writings, outside readings, homework, and complete all formal writing assignments. Successful completion of the formal assignments includes turning in all required drafts and attending workshops and conferences.**

**Attendance:** What happens in class each day only works if everyone is here to participate as much as possible; therefore, I suggest you attend class. **You have two absences to use as you wish whether you want a day off to have fun or because you are sick. That is a week worth of class. However you should plan wisely. Your final grade will go down 1/3 of a letter grade for every absence over 2. You may fail the course after 4 absences.**

**Participation:** This course depends heavily on your readiness and willingness to contribute to class discussions and activities daily. I expect each of you to work with me and each other to make this a real community of learners. **Therefore, you must come to class each day fully prepared having done all assigned readings and work ready to participate in class.** Class activities are designed to build off of outside work; therefore, I will know if you are unprepared and your grade will reflect it.

### **In addition keep in mind:**

- **Being absent is not an excuse for turning in late work.** All assignments are expected to be turned in at the beginning of the class period they are due, **(not emailed after class)**. If you are not going to be in class e-mail your work to me by the beginning of class time. **Late assignments will not be accepted unless prior arrangements have been made with me. I will not accept any journals after we have already discussed the reading in class.**
- In class work cannot be made up so it would be wise to come to class prepared each day.

**Email Etiquette:** I will respond to emails within 24 hours. I check email between the hours of 9-5 Monday through Friday. When emailing me please include your class and section in the subject line, a greeting, and your name. [Check out this article about writing proper emails.](#)

**Format for Assignments:** All formal writing (except multimodal compositions) should be:

- Computer generated/typed
- Double-spaced in a 12 point readable font
- Documented using MLA or APA Style

### **Classroom Behaviors:**

- Class time is not a time for private discussions amongst each other. Such behavior is rude and disruptive to the class. Please save such conversations for after class.
- We live in a world of electronic devices. While I will not prohibit you from having your phones and computers out during class to assist in class related work, I expect you to stay off of sites that do not pertain to our class material that day. Remember the education you are getting is costing you money- make sure you earn every cent of it by paying attention in class. If being on electronics becomes a distraction to myself or your classmates I will ask you to leave class.

**Respect:** Respect for others in our classroom is non-negotiable. We will be discussing many ideas and concepts that may challenge your current thinking. This is the fun of college! Have respect for one another and be open to new ideas. Everyone is entitled to his or her own opinion, but everyone is allowed a chance to express that opinion.

**Plagiarism:** Presentation of someone else's work as your own is dishonest and unacceptable. **If I find out that you have plagiarized you will receive a zero for the assignment and, possibly, fail the course.** Be assured that I will find out if you have plagiarized, therefore it would be wise for you to do your own work and cite any and all material you take from other sources. Plain and simple-if it isn't your own words or idea than tell me where you found it. If you are ever unsure of whether or not you are committing academic dishonesty please come speak to me, and I will be happy to assist. I take academic honesty and integrity very seriously and will follow all steps outlined by Bridgewater State University if I find a student plagiarizing. This could result in a meeting with the Dean and possible expulsion from the University.

Departmental Writing Committee's Academic Honesty Policy (Approved Spring 2010)

Academic Honesty: Academic Honesty refers both to plagiarism and misrepresenting your work in other ways. Plagiarism is the use of someone else's words or ideas without acknowledging the original source. Acts of academic dishonesty include the following:

- Turning in another student's essay as your own
- Turning the same essay (that you wrote) in for credit in two different classes. (Note: It is fine to write about the same idea in two courses, to branch off of a project to create a new one, or to push an idea that you've started developing in one paper significantly further in another, but it is academically dishonest to turn in the same writing project in two courses.)
- Including information or ideas from a print or online source in your essay without including a citation to indicate the origin of the words
- Including phrases or sentences from a print or online source in your essay without using quotation marks to mark the words as coming from an outside source (even if you include a citation)

If you have a question about whether you need to cite a source, ask your instructor or writing studio consultant or simply take the safe route and cite the source. The consequences of plagiarism are serious. The entire university Academic Integrity policy, which you should familiarize yourself with, can be found on the updated university website here <http://www.bridgew.edu/academic-integrity>.

## Course Requirements

**Padlet:** We will be using Padlet in class to conduct in class writings in response to prompts I provide. This will also be a space to generate thoughts and prompt class discussion which assists in developing your formal writing.

**Formal Essays:** For this class you will write three essays that range between 3-6 pages outside of class. Each essay will require a draft that will be responded to by me and your peers. Assignments will be discussed throughout the semester as the time for each approaches. Detailed assignment sheets can be located on my website. Assignments are due at the beginning of class as stated on the course schedule.

**Reading Journals:** Each week, as marked on the schedule, you will be required to write a journal in response to a reading for that class. Your journals each week should discuss your thoughts and ideas on any of the assigned reading for that class week and how they may relate to your own writing. This is your chance to reflect on the reading and writing you do each week.

**Portfolios:** The best way I have found to help students understand and appreciate what it means when I say "writing is a process" is to include a portfolio component in my writing classes. At the end of the semester you will be responsible for collecting and revising the work you've done in and outside class.

You will turn in both formal and informal writing, some of it revised, some of it not. You will also include an introduction that discusses what you've learned and provide a self-evaluation of your writing. These portfolios will be returned with formal letter grades attached that evaluate the work in the portfolio as well as your success in the class.

**Presentation/Project:** You will complete a presentation based on your final essay work of the semester and what you have learned.

**Readings:** Outside readings will be assigned for each class period. They are listed on the schedule. It is vital to your grade that you complete all readings and come to class prepared to discuss them.

**Conferences:** You will be conferencing with myself and your group for your formal essays three times throughout the semester to receive more individualized feedback and a grade from me. I will cancel class to accommodate these conferences. **Missing your conference or showing up unprepared without your essay will result in an absence and a zero on your essay. I WILL NOT ACCEPT ESSAYS NOT SUBMITTED DURING YOUR CONFERENCE APPOINTMENT. YOU WILL FAIL THE ESSAY IF YOU ARE NOT PRESENT TO TURN IT IN.**

**Note:**

All writing you do in this class-drafts, revisions, in-class writing, journals-should be saved so you have a wide selection to choose from when putting together your portfolio. It is imperative that you save all your writing so you can see how you have developed as a writer throughout the course of the semester.

**Evaluation and Grading Policies:**

In this course you will be graded holistically. This means I will evaluate your work overall throughout the semester holistically. I look for revision and growth in your writing. Using this portfolio system of evaluation allows me the opportunity to give you credit for the things that grading individual papers does not: such as effort and revision and improvement. While you will receive tentative letter grades on essay drafts, you will also receive extensive comments and feedback from me that will help you understand the quality of the work you are doing as well as assist you in improving your writing. The essay drafts are not worth as much as the portfolios and **ARE EXPECTED TO BE REVISED**. Portfolio grades will be based on the following criteria:

- 1 Meeting all of the requirements described above.
- 2 The quality of your written work, including how successful your revision work is.
- 3 The quality of your effort in class, in workshops, in discussion, in groups, in conferences, and in general.
- 4 Your demonstration of a willingness to try new things, think in new ways, and explore different perspectives as both a reader and a writer.

**Grading Percentage Breakdowns**

Different assignments in this course require different levels of effort. The following breakdowns should provide you with an idea of the amount of time and energy needed for each.

Reading journals	15%
Formal Writing Assignments- 3 essay Drafts (10% each)	30%
Final Portfolio w/exam	55%

\*Each assignment is worth equal weight except the portfolio which is worth half your grade.

## Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	63-66
D-	60-62
F	59

### Additional Resources:

**Course Adaptations:** In accordance with BSU policy, I am available to discuss appropriate accommodations that you may require as a student with a disability. Requests for accommodations should be made during the drop/add period so that proper arrangements can be made. Students should register with the Student Accessibility Services in the AAC for disability verification and determination of reasonable academic accommodations.

**Writing Studio:** The BSU is a valuable source that you should take advantage of throughout the semester for all your courses and as you continue your studies at BSU. The Writing Studio is located in the Academic Achievement Center on the ground floor of Maxwell Library. You can make an appointment by stopping by the Writing Studio in person, calling 531-2053, or via email [writingcenter@bridgew.edu](mailto:writingcenter@bridgew.edu). To learn more about The Writing Studio visit their website at <http://www.bridgew.edu/WritingStudio/>

**Tutoring for Multilingual Students:** Are you a multi-lingual student? Would you like a second pair of eyes looking over your assignments? Tutoring for Multilingual Students in the Academic Achievement Center helps students become better readers and writers. Come see us today:  
<https://my.bridgew.edu/departments/SecondLanguage/SitePages/Home.aspx>

**Office of Undergraduate Research (OUR) and Adrian Tinsley Program:** The OUR and ATP provide BSU students with the opportunity to do scholarly research by funding projects, providing presentation forums through research symposiums, and publishing opportunities in the Undergraduate Review. The OUR is located in 200 Maxwell Library. To learn more about the OUR visit their website at [www.bridgew.edu/our](http://www.bridgew.edu/our). On a personal note, I cannot speak highly enough of the opportunities the OUR and ATP provide to BSU students for enhancing your education while at BSU and providing you with skills that will make you competitive in both the job market and in graduate school.

**Publication Opportunities:** The Undergraduate Review- Published annually by the Office of Undergraduate Research, showcases student research and creative work done as part of a class or under the mentorship of Bridgewater Faculty.

The Bridge- A Creative journal that published by the English Department annually that showcases poetry,

prose, and fine art.

**Study Abroad Office:** Assists students with a variety of travel programs including semester long and shortened trips to a variety of countries around the globe.

[https://my.bridgew.edu/departments/StudyAbroad/SitePages/Home.aspx#\\_ga=2.50152614.1024953523.1534786572-1351288215.1527112497](https://my.bridgew.edu/departments/StudyAbroad/SitePages/Home.aspx#_ga=2.50152614.1024953523.1534786572-1351288215.1527112497)

**Internships:** [The internship office](#) can assist you in getting credit and, in some cases, pay for interning at a variety of companies.

**Resources in Support of Excellence (RISE):** Providing Resources for Students Experiencing Economic Stress. At BSU, we understand the impact that stressors outside of the classroom can have on your student success. We also understand the significant cost of higher education and the overall impact attending college can have on your availability to work and cover the basics.

<https://my.bridgew.edu/departments/SSD/RISE/SitePages/Home.aspx>

**Other Resources on Campus:** There are a wide variety of services available on our campus that you might want to know about but also might just be too inundated with information to remember you have access to, so I'm including links to a variety of places on campus that I think you might want to know about. First and foremost is probably the **counseling center** and the **wellness center**. Other places you can go if you want to connect with folks: the **Center for Multicultural Affairs**, the **Pride Center**, the **campus food bank**, [Academic Coaching](#), and **Commuter Services**. Making a connection to this campus is the number one way you'll get from day one to graduation.

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