

AMERICAN UNIVERSITY OF KUWAIT

ENGL 101: APPROACHES TO CRITICAL READING AND WRITING

SPRING 2022

Section: 02/UTR: 8:00-8:50
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Office Hours: TBA



TEXTBOOK

The Bedford Handbook, 11th Edition. Diana Hacker and Nancy Sommers

AUK MISSION STATEMENT

The American University of Kuwait is a liberal arts institution dedicated to teaching, learning, and scholarship. The university offers programs that provide students with the knowledge and skills necessary for lifelong learning and professional success. AUK enriches society by fostering an environment encouraging critical thinking, effective communication, personal growth, service, and leadership.

UG ENGLISH DEPARTMENT MISSION STATEMENT

In keeping with the American University of Kuwait's liberal arts tradition, the English Department provides students with the ability to use the English language effectively, think critically, cultivate a lifelong process of inquiry, and reach their full potential as creative individuals and engaged citizens. Through its emphasis on developing cultural awareness, rhetorical flexibility, information literacy, and appreciation for literary traditions, the department prepares students for the increasingly complex challenges of the 21st century.

Course Description

This course is first and foremost designed to improve students' writing skills. Sections of the course will focus on writing for the arts and humanities, writing in the social sciences, and writing in the sciences. The focus of instruction is on reading and writing across a range of academic disciplines as well as on introducing students to methods of reporting research.

Course Outcomes

Upon completion of the course, students will be able to:

- Use various composing processes (prewriting, drafting, revising, final editing) to develop and refine their ideas for different audiences and purpose;
- Apply critical reading techniques to comprehend a variety of intellectually challenging texts;
- Demonstrate a working knowledge of the strategies of critical analysis and argument;
- Synthesize and integrate the ideas of others into their own writing;
- Apply the basic conventions of MLA quotation, citation, and format;

- Collaborate with others in analyzing and revising their own and others' writing processes and products;
- Use rhetorical, stylistic, and grammatical choices (e.g., tone, connotation, register, cohesion, sentence variety and structure, etc.) effectively for specific purposes and audiences.

Course Projects

To realize the objectives of this course, students will do the following:

- Study and practice the conventions of written English in order to develop their command of these conventions;
- Engage in numerous in-and out-of-class written exercises in connection with writing formal papers in order to develop an ability to communicate effectively what one has learned;
- Read selections from your assigned readings and participate in conversations about these selections relative to formal essay structure as well thinking and writing development;
- Write and submit for evaluation the number of formal papers stipulated by the instructor; these papers will enable the students to participate in the written form of academic conversations; the total amount of writing students do will vary from section to section, depending on the approach used by the instructor as the instructor addresses the strengths and weaknesses of the students, but students can expect to write the equivalent of four (4) essays per semester.

General Course Guidelines

When formal documentation is required, students should follow the recommendations of the Modern Language Association (MLA).

Students who violate the University's standards of academic honesty run the risk of failing the assignment as well as the course, at the discretion of the English Department.

Plagiarism

A. Definitions of plagiarism

- Using sources without acknowledgment: when a student copies material from a print or a Web source or sources, either word for word or partially paraphrased, without including quotation marks where needed and an in-text citation. Reference to the source in a Works Cited list only is not adequate.
- Copying another student's paper: when an existing paper, whether from AUK or another institution, is presented, either wholly or partially, as the student's own.
- Copying one's own previous submission: when a student presents a paper that he/she has previously submitted for another class without substantial alteration and updating to fit the given assignment, and without proper citation of the previous paper.
- Purchasing an assignment: when a student seeks a ghost writer to complete an assignment, from either local sources or the Internet, and presents it as his/her own.
- Collusion: when two or more student papers are found to be similar and the students have thus either worked closely together or one has allowed the other to copy or paraphrase an assignment.

- Obtaining excessive help: when a student has asked for help and the resulting paper is clearly not the student's own work because of the quality and nature of either the content or the language, or both.
- Academic dishonesty in the use of sources: when a paper includes improper and/or fabricated citations or misrepresented sources.

B. Penalties

Students will sign a statement at the start of each course stating that they understand the policy and the penalties for plagiarism.

Penalties as below will apply to any level of course from 100 upwards, as sanctioned by University policy and as warranted by the Student Handbook.

- For a first offence in a course, 0 may be given for the assignment. The student is not able to resubmit the assignment but may continue with the course and pass it if the final grade is adequate.
- For a second offence in the same course, the student is informed that he/she may receive a final grade of F for the course. If so, the Department Chair and Dean will be informed, and the Academic Advising Center notified.

The instructor should determine the severity of the plagiarism based on Department guidelines.

Dishonesty in Papers

Papers submitted in courses must be the original work of the student with the appropriate citations and references. Papers or other reports prepared by another person or purchased from another person or company and submitted as one's work is a violation of academic honesty. In short, if you decide to plagiarize or have someone else "help" you with your assignment, you may very well fail the assignment and the course.

Turning in Work

As a rule, I do not accept any late work so please turn your work in on time. If, however, a situation arises where you need a little more time to submit the assignment, please ask for an extension **BEFORE** the due date.

Also, please submit all assignments to me via my AUK email, dparks@auk.edu.kw.

Academic Composition is an ability-building course, and regular class attendance is important. Student should note that just as there is an almost inevitable connection between being intensely engaged with the topic of a paper and writing a strong paper, so there is a similar connection between being intensely engaged with this course and doing well in the course. Students are to familiarize themselves with AUK's guidelines for lateness, absence and attendance.

Although all of the sections of this course share common objectives, students should not expect an assembly-line standardization among the sections. Working within the general guidelines established by AUK, instructors will adapt their approaches to the specific strengths and weakness of the students in each section.

Attendance Policy

As stated in the Academic Catalog: “**Students who, during a semester, miss more than 15% or 8 hours of the class sessions of any course, irrespective of the reasons, may be advised by the instructor to withdraw from the course. Students who do not withdraw should expect to fail the course.**”

If students are ten minutes late for class (by the clock in the classroom) they are considered absent. Likewise, students who leave class early will be considered absent. Online students not visible will be considered absent. So please use your absences wisely. As already mentioned, hand in your assignments on time. **No late assignments will be accepted.**

This class is working in collaboration with the Academic Advising Center’s ASA Program, an early warning program designed to help you be successful in this course. I will notify the AAC if you have excessive absences, missing assignments, are having difficulty with the course content, or are exhibiting inappropriate classroom behavior. If you are contacted by the AAC, you must meet with an advisor and work together on an action plan which will consist of meetings with that advisor and any other campus support service she recommends to you (ex. Writing Center, Tutoring Center, etc.). These meetings are required and count as class attendance.

Disability Accommodations

Disability services include identifying strategies to accommodate the learning requirements of students with disabilities. The Counseling Center at AUK offers services that include personal counseling and disability services. Their mission is to support students as they overcome what inhibits their success and prepare them for lifelong learning and development. For questions regarding accommodation services, please contact the Counseling Center at Counseling@auk.edu.kw.

Assignments/Grading Guidelines

Please note that all papers and assignments done outside class must be typed. More detailed information will be given to you about each paper/assignment as the course progresses. Students **must earn a final grade of C- or better to pass English 101**. How these assignments relate to your overall grade are as follows:

1. Participation, forums		15%
2. In-class writing and other assignments		20%
3. Narrative (Personal Reflection) Essay	800-1000 words	20%
4. Visual Analysis	1000-1200 words	25%
5. Researched Argument	1200-1500 words	30%

Point/Letter correlations are as follows.

Grade Points	Letter Grade	University Points
94-100	A	4.0
90-93	A-	3.7
87-89	B+	3.3
84-86	B	3.0
80-83	B-	2.7
77-79	C+	2.3
74-76	C	2.0
70-73	C-	1.7
67-69	D+	1.3
64-66	D	1.0
60-63	D-	.7
0-59	F	0.0

Grading Guidelines

This is adapted from a grading guide developed by William Irmscher who evaluated writing in five areas: content, form, diction, correctness, and style. This guide focuses on content, form, rhetorical awareness, mechanics, and style and diction (language awareness). Note that this is only a general guide and that the context and nature of the specific assignment will suggest additional (or other) criteria.

A = Demonstrates High Competence

Content: An ability to be reflective and thus gain insights that are personal and often illuminating.

Form: A capacity to develop ideas flexibly and fluently, yet with control and purpose.

Rhetorical Awareness: A strong rhetorical awareness and considerable success in dealing with the exigencies of audience, purpose, and subject matter.

Mechanics: Written fluency; an ability to use punctuation rhetorically, for effect as well as for clarity.

Style and Diction: A willingness to be inventive with words and structures in order to produce a clearly identifiable style, even though at times the efforts may be too deliberate or fall short of the writer's intentions. A special concern for—and often delight in—language.

B = Demonstrates Competence

Content: An ability to absorb ideas and experience and to interpret them meaningfully in a context of the writer's own conceptions.

Form: A capacity to develop an idea with a clear sense of order.

Rhetorical Awareness: Demonstrates some rhetorical awareness: text is designed with an audience and purpose in mind.

Mechanics: An ability to use mechanics as an integral part of the meaning and effect of the prose.

Style and Diction: A capacity to draw upon words adequate to convey the writer's own thoughts and feelings; ability to weigh alternate ways of expression as a means of making stylistic choices possible.

C = Suggests Competence

Content: Tends to depend on the self-evident and the cliché; Discourse is often uninformative.

Form: Problems with organization. Organizational plan is obvious and perhaps inappropriate (e.g., five-paragraph essay), OR essay is produced aimlessly, apparently without a plan.

Rhetorical Awareness: Sense of audience and purpose is erratic or incompletely worked out. Although there may be some audience appeal, most of the writing is writer-based.

Mechanics: An ability to use mechanics correctly or incorrectly in proportion to the plainness or complexity of the style. (i.e., sentences may be kept short, simple, and fairly correct; or sentences are longer and more complex, but with more errors.)

Style and Diction: A limited range of words and expressions, leading to tedious repetition or dependence on clichés. A general unawareness of choices that affect style and thus an inability to control the effects a writer may seek.

D = Suggests Incompetence

Content: Tends to exploit the obvious. Suggests lack of understanding, difficulty with reading, failure to grapple with a topic, or lack of interest. Content is generally superficial.

Form: Demonstrates rudimentary or confused development and organization. The paper tends to wander aimlessly because of a lack of overall conception, OR it may have a semblance of form without the development that makes the parts a whole.

Rhetorical Awareness: At best, a vague sense of audience and purpose; little success in pursuing the purpose consistently and appropriately for an audience.

Mechanics: Frequent failure to make careful distinction among periods, commas, and semicolons; difficulty with standard usage. High incidence of error in all but the shortest and simplest sentences.

Style and Diction: Either a tendency to write highly convoluted sentences that are close to the rapid associations of our thoughts before we straighten them out, OR a tendency to play safe by avoiding the sentence elements that invite error (introductory modifiers embedding, coordination, and various other sentence-combining techniques). Likewise, an attempt to "play safe" with words seriously limits the writer's ability to express ideas.

F = Demonstrates Incompetence in all or most of the five areas

Some of the homework and in-class writings will be graded on a P/F (pass/fail) scale or on a 2 or 3-point scale.

Grades for draft work (including in-class activities) are included in the final essay grade. For example: draft work (outlines, in-class brainstorming, etc.) 10%, draft 1 30%, final draft 60%.

Student Work

It is understood that registration for and continued enrollment in this course constitutes permission by the student for the instructor to use any student work composed in this class for other academic purposes (share with other classes, research, etc.). All polished work submitted to your instructor becomes the property of the English Program and may not be returned to you. You are urged to make copies of your work and keep a duplicate file of your own. Late work, if graded, will receive a reduced score. **All student work must be submitted in the designated fashion (Moodle) or it will not be considered for evaluation. All work that is late or permitted as make-up for a valid, excused absence must follow the procedure below if it is to be considered for evaluation:**

- 1) Student must print the assignment directions. If not given, student must compose his/her own document.
- 2) Student must print his/her work in hard copy
- 3) Student must print any/all associated rubrics
- 4) Student must compose a 200-300 word justification for missing the given deadline.
- 5) Student must physically hand the professor all the above prior to/just after class or during his designated office hours within 4 days of missing the assignment. It is the student's responsibility to keep track of the work and deadlines.

Communicating with Me

Finally, in your email communication with me, please structure and word your emails according to the following:

Subject: key word or phrase relevant to subject matter (e.g. - March 3 reading assignment)

Dear Mr. Parks,

I am in your ENGL200-01, and I am writing about _____

Regards,
Student Name

Use a spellchecker and proper grammar. **I will not respond to hastily written and improperly formatted emails dashed off from your mobile. Nor will I respond to emails sent during non-working, non-university hours. Finally, email should be a last resort for communication. All communication between students and the instructor should take place during class or during my office hours, or on the Q & A Forum on the top of our course Moodle page.**

WEEK	Assignments/Topics/Activities	Assignments Due
1 (Feb 10)	Intro to Course	

	Syllabus	
2 (Feb 13/15/17)	Quiz 1 on syllabus Stress Personal Narratives	Forum 1
3 (Feb 20/22/24)	Audience and Purpose	Narrative Essay draft 1
4 (Feb 27- Mar3)	no classes	
5 (Mar 6/8/10/12)		Narrative final draft
6 (Mar 13/15/17)	Quiz 2	Forum 2
7 (Mar 20/22/24)	Analysis	
8 (Mar 27/29/31)	Analysis	Forum 3
9 (Apr 3/5/7)	Quiz 3	Visual Analysis draft 1
10 (Apr 10/12/14)		Visual Analysis draft 2
11 (Apr 17/19/21)	conferences	Forum 4
12 (Apr 24/26/28)	Argument	Visual Analysis final draft
13 (May 1,3,5)	no classes	
14 (May 8,10,12)	Argument	Researched Argument draft 1
15 (May 15,17,19)		Researched Argument draft 2
16 (May 22/24/26)		Researched Argument draft 3
17 (May 27,31 June 2)	conferences	
18 (June 5-9)	Final Exams	Final draft due on Final Exam Day

