

May Express 2020 (May 4-May 29), 9-11

English 115-001, College Writing I, May Express

Time: M-F 9-11

Instructor: Scott Moncrieff, PhD

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Hours: TR: 1230-1430 and by appointment

Online Version Note

Class will presumably have online synchronous meetings two or three times per week, plus assignments and office hours, asynchronous work, and draft conference a couple of days per week. Because of the intensive nature of the class, students will have writing work to complete most class days (including journals, worksheets, essays, online discussion forums—not all on the same day, but this is a range of writing activities to give an idea). Students will be writing three full essays over the course of the four-week class. Each essay will include a draft conference with feedback from the instructor one day or more before the essay is due.

Course Description and Student Learning Objectives

This class is designed after the model described in Patrick Sullivan's *A New Writing Classroom: Listening, Motivation, and Habits of Mind* (Utah State University Press, 2014). It will focus on reflective writing based on thoughtful reading of a variety of texts, including scientific articles, excerpts from truly important books, in-depth essays from leading magazines, and short stories. The readings will be challenging but also engaging and important for citizens of today's world. Writing assignments will start with guided weekly journal responses to readings and move on to three major reflective essays that respond to several pieces of writing on related themes. The three themes we will be engaging this semester are:

1. Maximizing Learning in College and Beyond
2. Increasing Empathy
3. How Do We Create a More Just Society?

Let me say a word about two important terms and objectives for the semester:

Listening and **Reflective Writing**. Sullivan uses "listening" to refer to paying attention to what someone else is saying—in our case what they are "saying" through writing. So, it means reading closely, attentively, asking questions, turning ideas and actions and motivations over in your mind, connecting something you read in one place with something else you read in another place. It means identifying meaningful quotes and presenting them and responding to them, connecting them to your own experience, extending their ideas to connect with your life and your ideas. Well, now we've already crossed into "reflective writing," where the focus is not on closure and certainty but on contemplating and trying to absorb new ideas. One more key phrase: **ill-structured problems**, or problems without easy or definitive answers. We will be focusing on readings that present complex challenges, such as how we create a more just society, wealth distribution, living in a multicultural environment and embracing diversity. The goal of your writing will not be to arrive at a number of neat (and simplistic) solutions,

but to engage with difficult ideas at a high level, developing your ability to use writing as a way of thinking.

This will be a challenging course and will stretch your thinking and introduce you to new ideas. Why come to college if that doesn't sound exciting? But each of you can be successful in the class if you put in the time and work diligently. I look forward to working with each of you and you can always talk with me after class, in office hours, or through email with any questions you have.

Required Books

Born on Third Base: A One Percenter Makes the Case for Tackling Inequality, Bringing Wealth Home, and Committing to the Common Good, by Chuck Collins (Chelsea Green, (2016)

Mindset: The New Psychology of Success, by Carol Dweck (Ballantine, 2007)

Peak: Secrets from the New Science of Expertise, by Anders Ericsson and Robert Pool (Houghton, 2016)

They Called Us Enemy, by George Takei (Top Shelf, 2019)

Note: I prefer students to have physical copies of the books as this makes page citation much easier. However, students may opt for purchasing electronic copies and looking up page references on Google book or by conferring with a classmate who has a physical book.

- 4 Mindset 3-44
Journal due by class
- 5 Mindset 45-81
Journal due by class
- 6 Peak 1-2
Journal due by class
- 7 Peak 3-4
Journal due by class
- 8 Draft Conference 1

- 11 Peer Review Drafts
Essay 1 due by 10 p.m.
- 12 "The Lottery" and "The Ones Who Walk Away from Omelas"
Journaling in Class
- 13 Writing Day
- 14 They Called Us Enemy; Journal Due at Class
- 15 Draft Conference 2

- 18 Peer Review Drafts
Sonnet Writing Workshop
Essay 2 due by 10 p.m.
- 19 Writing Day
- 20 Sonnet Readings; Sonnets Due
- 21 "The Semplica-Girl Diaries" and "The 9.9 Percent"

- 22 **Journal due by Class**
 “The Case for Reparations”; Journal due by class
- 25 Born on Third Base: **Journal by class**
- 26 Draft Conference 3
- 27 **Writing Day**
- 28 Peer Review Drafts
- 29 Paper Presentations
Essay 3 due by 5 p.m.

Grade Components

Misc	25	includes weekly journals, in-class writing, draft conferences, etc. & class participation
Essay 1	20	
Essay 2	25	
Essay 3	30	

Class Policies

Student Responsibility

Email is the official form of communication at Andrews University. Students are responsible for checking their Andrews University email, Moodle, and iVue regularly.

Professionalism

To prepare students for the professional world, certain behaviors/activities are not allowed in the classroom.

- Recording devices are allowed only if pre-approved by instructor, and if approved, under no circumstance are recordings—visual or verbal—to be posted on a public website.

Laptops should not be used for surfing the web or watching movies during class. It is disrespectful and unprofessional to use these devices inappropriately during class.

- Late Assignments are unacceptable unless prearranged with instructor.
- Tardiness.
- Eating in class: Please do not bring food to class. It distracts from learning environment.

Disability Accommodations

If you qualify for accommodation under the American Disabilities Act, please contact Student Success in Nethery Hall 100 (disabilities@andrews.edu or 269-471-6096) as soon as possible so that accommodations can be arranged.

Late Assignment Submission

Late assignments incur a progressive penalty, typically 10% per day late. Daily or weekly work more than one class period overdue will not be accepted. Essays more than one week late will not be accepted.

Class Attendance

“Regular attendance at all classes, laboratories and other academic appointments is required for each student. Faculty members are expected to keep regular attendance records. The syllabus notifies students of the attendance requirements. “

AU Bulletin 2014-2015 – Student Responsibilities, page 30

Teacher Tardiness

“Teachers have the responsibility of getting to class on time. If a teacher is detained and will be late, the teacher must send a message to the class with directions. If after 10 minutes no message has been received, students may leave without penalty. If teacher tardiness persists, students have the right to notify the department chair, or if the teacher is the department chair, to notify the dean.”

AU Bulletin 2014-2015 – Student Responsibilities, page 30

Class Absences

“Whenever the number of absences exceeds 20% (10% for graduate classes) of the total course appointments, the teacher may give a failing grade. Merely being absent from campus does not exempt the student from this policy. Absences recorded because of late registration, suspension, and early/late vacation leaves are not excused. The class work missed may be made up only if the teacher allows. Three tardies are equal to one absence.

Registered students are considered class members until they file a Change of Registration form in the Office of Academic records.”

AU Bulletin 2014-2015 – Student Responsibilities, page 30

Excused Absences

“Excuses for absences due to illness are granted by the teacher. Proof of illness is required. Residence hall students are required to see a nurse on the first day of any illness which interferes with class attendance. Non-residence hall students should show written verification of illness obtained from their own physician. Excuses for absences not due to illness are issued directly to the dean’s office. Excused absences do not remove the student’s responsibility to complete all requirements of a course. Class work is made up by permission of the teacher.”

AU Bulletin 2014-2015 – Student Responsibilities, page 30

Academic Integrity

University learning thrives on the rigor of individual investigation, the authentic exchange of ideas, and a corporate commitment to integrity and mutual respect. University learning requires all members of the academic community to behave honestly. Andrews University anchors its practices in the teachings of the Bible as well as in widely established and honorable academic traditions. As the apostle Paul calls us to authenticity in our Christian walk, so the educational institution demands of its participants true and accurate self-representation. In Ephesians, Paul invites believers “to be renewed in the spirit of your minds, and to clothe yourselves with the new self, created according to the likeness of God in true righteousness and holiness” (Eph. 4:23-24, NRSV). As scholars and as Christ servants, we build His living body through our

honesty in all things, both small and great. To that end, Andrews University's faculty and students pledge to learn and grow together, committing to the following Standards and affirming honesty as a core component of an Andrews University education.

Andrews University is a community of scholars where academic honesty is the expected norm for faculty and students. All members of this community are expected to exhibit academic honesty in keeping with the policy outlined in the University bulletin. In addition, the student is expected to comply with ethical and scientific standards in research as recognized by the US Office of Human Subjects Protection and the US Office of Research Integrity. It is expected that members of the scholarly community will act with integrity at all times, however, should an individual choose to demonstrate dishonesty, it should be understood that acts of academic dishonesty are taken extremely seriously. Acts of dishonesty are classified by level and reported centrally. The consequences of academic dishonesty will be determined by the instructor unless a student's record demonstrates repeated offenses (either three level-one offenses or two level-two offenses, or a level three and any other level violation). In the situation where the student record demonstrates such repeated violations, or where the student is accused of a level-four violation, the case will be referred to an Academic Integrity Panel for resolution. Serious or repeated violations can result in the issuance of an "XF" grade by Academic Integrity Panels, which indicates that the student failed the class for breach of academic integrity. The XF is placed on the student's permanent record and can only be removed under certain circumstances (see the University Bulletin)."

Section 1: Standards for Faculty

Because academic integrity grows out of a partnership between faculty, staff involved in academic endeavors, and students, faculty members of Andrews University promise to:

1. Model academic integrity both in the classroom and in the course of research activities and publication.
2. Cultivate academic honesty in each course, using the following means as deemed appropriate:
 - a. Make the Academic Integrity Policy available to students.
 - b. Communicate clearly in the syllabus the expectations of the course, including what academic integrity means within the context of the course.
 - c. Explain acceptable source citation practices within the specific course or discipline.
 - d. Encourage use of campus learning resource.
3. Intervene when academic integrity is breached and report intentional violations.

Section 2: Standards for Students

The Andrews University faculty pledge to promote classroom experiences that foster academic integrity. In the same way, students commit to do their part to build a community of honesty. Students promise to:

1. Present assignments, lab reports, and research findings that are not falsified in any way.
2. Respect copyrighted and/or licensed material (whether it be directly quoted or paraphrased)
by citing print or electronic sources as appropriate.
3. Follow the source citation guidelines outlined by the course professor.
4. Submit work that is solely created by the person to whom it is assigned.
5. Contribute equitably when participating group-work.
6. Prepare for quizzes and examinations by study and review without stealing, accepting, or using
unauthorized quizzes or examination materials.
7. Follow the professor's instructions regarding allowable aids during a quiz or examination.
8. Complete quizzes and tests without seeking answers from or sharing answers with other
students or unauthorized sources.
9. Encourage others to high standards of integrity by refusing to assist in acts of academic
dishonesty.