



BOISE STATE UNIVERSITY  
UNIVERSITY FOUNDATIONS



KNOW  
DO  
BECOME

THE UNIVERSITY FOUNDATIONS CURRICULUM is designed to prepare Boise State graduates for their lives and careers. These courses broaden and enhance the more focused study done within each major; they help students discover more ideas, develop different ways of knowing, and connect with more people. This broad foundation deepens what students KNOW, what they can DO, and who they can BECOME.

## English 101: Writing and Rhetoric I

### Course Contact

Course section: Concurrent Enrollment Parma High School

Instructor name: Paula Clark

Office Hours: 7:45 am to 8:00 am daily. Other times can be arranged as needed.

Contact information: [pclark@parmaschools.org](mailto:pclark@parmaschools.org)

Contact instructions: For quickest response and questions outside of class times, I prefer that you contact me via email. I will respond to email within 24 hours, except on weekends and holidays. If you do not understand the instructions or due dates for an assignment, please contact classmates, particularly workshop group members then contact me for further action need.

### Course Information

#### COURSE DESCRIPTION

Welcome to English 101. This is a course which is reading and writing intensive. It is a college level first writing course, which will challenge you and develop your skills as a critical thinking, empathetic person who pushes themselves to explore what it means to read, think, write, and share. It requires commitment and work ethic for the learner to be truly successful in attaining the course outcomes as well as learning to transfer learned skills. Students will need to be prepared when they walk through the doors to read, respond, write, share, and grow as a learner.

**FOUNDATIONS OF WRITING (ENGL 101 AND 102)** are the designated writing courses in the 36-credit University Foundations curriculum. They offer students the opportunity to focus deeply on writing knowledge and practices. The courses challenge students to become more active learners as they further develop essential strategies for college and life in the area of written communication.

**University Learning Outcome 1: Write effectively in multiple contexts for a variety of audiences**

## COURSE LEARNING OUTCOMES

By the end of this course, you should be able to achieve learning outcomes associated with ENGL 101:

By the end of this course, students will

- Read, interpret, and communicate key concepts in writing and rhetoric
- Use flexible writing process strategies to generate, develop, revise, edit, and proofread texts
- Use reflection and self-evaluation to connect choices they have made in texts to audiences and purposes for which texts are intended
- Use appropriate conventions for surface-level language and style
- Adopt strategies and genres appropriate to the rhetorical situation
- Use inquiry-based strategies to drive informal research and reflection.

## COURSE MATERIALS

The following materials will be utilized in the course

- McQuade, Donald. *The Writer's Presence*.
- Ballenger, Bruce. *The Curious Researcher*.
- *The Curious Writer*
- Wardle, Elizabeth and Doug Downs. *Writing About Writing*
- As well as various open educational resources (OER)
- Writer's Notebook; paper; pens, pencils; flash drive; Office 365 access

## Course Expectations

### STATEMENT OF SHARED VALUES

Boise State University expects all of us to uphold the Boise State University [Statement of Shared Values](#), which includes the following:

**Academic Excellence ▪ Caring ▪ Citizenship ▪ Fairness ▪ Respect ▪ Responsibility ▪ Trustworthiness**

Building these values into our behavior creates an ideal space for learning, where we can all feel comfortable engaging with challenging tasks and ideas. In addition, I expect you to be familiar with the standards outlined in the Boise State University [Student Code of Conduct](#). If you have concerns about the Shared Values or see anyone in class, including me, struggling to uphold them, I encourage you to share your concerns with me. My goal as a teacher is to provide you with challenging writing experiences and to give you the opportunity to write and reflect in new, sometimes uncomfortable ways. Every semester I make adjustments to this course to better achieve that goal. **You have the ability to be successful in this course.**

### PREPARE FOR CLASS

- Come to class having completed the readings and any required assignments. Be prepared to share and learn alongside your classmates and bring your unique perspectives into our learning processes.
- Expect to spend 6–7 hours per week outside of class on readings and coursework. Learning is a time commitment and requires effort to be expended for growth.
- Do not give up when faced with a challenging reading or new kind of writing. This course is meant to take you into new explorations and understandings.

- Trust the process. Be willing to accept that you will need to revise, learn new things, and that learning is sometimes uncomfortable.

### ACTIVELY PARTICIPATE IN CLASS

- Participate by completing in-class assignments, contributing to group discussions and projects, and completing your written work on time.
- You are always responsible for attending classes and making up any work from missed classes, whether your absence is related to a school [approved](#) activity, active military service, illness, or personal emergency. In this sense, then, there are no [excused absences](#). If you anticipate absences related to a school-sponsored event, please provide a formal letter from the appropriate authority at the beginning of the semester. It is important to note that missing in-class activities may have an impact on your overall performance. Extended absences will impact the work and time you need to utilize in order to be successful in this class.
- The First-Year Writing Program policy states that students are likely to fail the course after five absences due to the collaborative nature of learning in ENGL 101.
- Peer review participation: You'll learn a lot through participating in response workshops; generally, these occur on the class meeting prior to when your phase project is due. In them you'll both give and receive extensive feedback on your full drafts. If you aren't here, your work and the work of your class colleagues is affected. **Except by prearrangement**, if you miss a major peer review workshop, or if you come to the workshop without a draft, your grade for that phase project will be impacted [in this way].
- Email: Getting a thoughtful response from me starts with a thoughtful email from you. When emailing faculty, please put the class name and a brief description in the subject line. (Example: ENGL 101, your section Unit 1 project question) Start your email with a greeting, be respectful and clear, and end with your name.

### RESPECT EACH OTHER AND THE COMMUNITY

- Inclusion: This class, like this university, is a community. Communities contain diverse identities and perspectives, and the most successful communities respect that diversity as a key to collective improvement. In alignment with the Boise State University [statement of diversity and inclusivity](#), all community members are encouraged to contribute their perspectives and experiences. We encourage you to enrich yourself and the community by listening to others and sharing your thoughts. If you feel isolated from our classroom community in some way, please let me know so that we can work together to create a welcoming space for you to feel like part of the community.
- Academic integrity: Academic Integrity is a critical part of the value of Academic Excellence. Upholding academic integrity in all work provides you with the opportunity to fully engage with the material being investigated and clearly assert your evidence-based findings. For that reason, all your submitted work should represent your current ideas and efforts or be cited (including citing any material you wrote for another course); when your work does not meet this standard, it is academic dishonesty. Academic dishonesty in any form may result in additional assignments to learn about academic integrity, requirements to redo or revise work, grade penalties, failure in the course, or dismissal from the Program and/or the University. See the Boise State University [Student Code of Conduct](#) and [academic integrity](#) page for more details.
- Informal research integrity: We might conduct some informal, field-based research this semester—perhaps some observations, for example, or some interviews, or perhaps you'll want to do some surveys or collect some artifacts for some of your unit writing projects. This kind of research must be conducted safely; you cannot do research on or participate in any illegal activities. Your data must protect the privacy and confidentiality of your research subjects, and can only be used within the context of this class.
- Campus firearms policy: Idaho law permits concealed carry of firearms on the Boise State University campus by some students, faculty, staff, and visitors. Other than qualified law enforcement officers, only persons who have been issued and are in possession of an Idaho enhanced concealed carry license are permitted to do so. Firearms must remain concealed at all times. If a firearm becomes visible it is a violation of university policy and the person may be removed from campus. Please notify Boise State Campus Security (call 208-426-6911) or the Boise Police Department (call 9-1-1) for any reports of firearms on campus. Use of firearms is prohibited on campus.

### Course Resources

## EDUCATIONAL ACCESS CENTER

Lincoln Garage, Phone: (208) 426-1583

Students needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. Visit the EAC's website at <https://eac.boisestate.edu/new-eac-students/>.

## THE WRITING CENTER

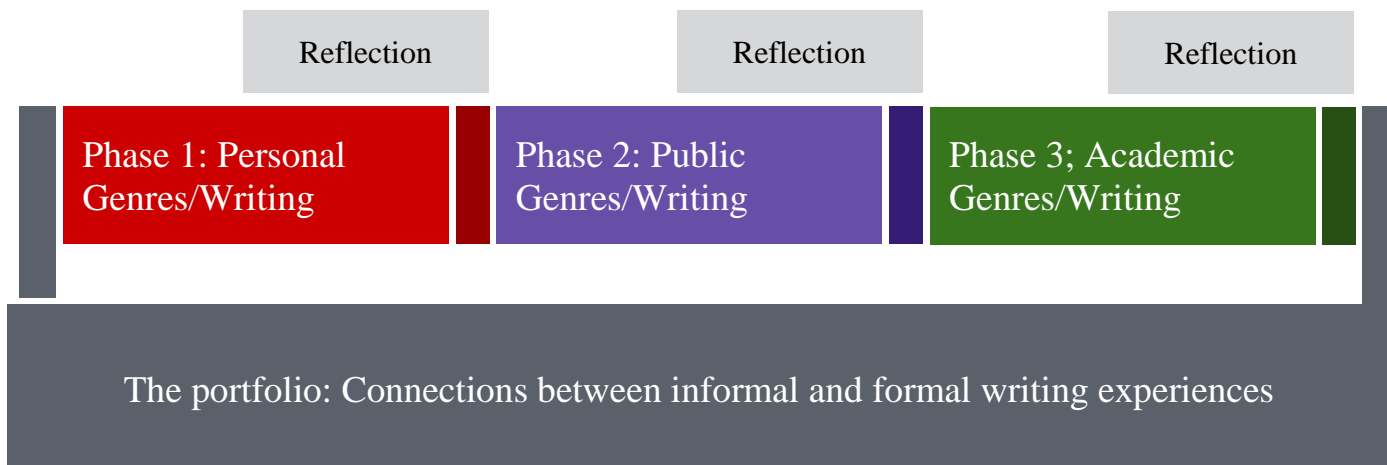
Liberal Arts Building Room 200, Phone: (208) 426-1298

Visit [writingcenter.boisestate.edu](http://writingcenter.boisestate.edu) to schedule an appointment or to inquire about an email consultation.

The Writing Center is a resource for any writer in any class. When you visit the Writing Center, a Consultant will work with you at any stage: generating ideas, developing your ideas, revising a draft, and so on.

## Course Trajectory

ENGL 101 course trajectory: English 101 is divided into three phases, each focusing on a particular genre for a specific occasion. Reflection is integrated throughout the course, but especially at the end of each phase. Students add to, revisit, and curate their portfolio throughout the course.



## Course Assessment

Success in this course requires learners to take on roles of personal responsibility as you engage in pursuing greater levels of thought, taking risks as writers, and expressing thoughts amongst your peers. I expect you to be active learners, prepared each day to participate, engage, and contemplate. This will be a challenge for each of you in different ways. You will be asked to participate in class in whole and small group discussions, complete projects with partners and individually, as well as writing and rewriting multiple times. Active participation in all aspects of the class are required in order to earn credit for the course at both the high school and collegiate levels. Students will be expected to read, write, revise, and offer feedback as part of the learning of this course.

major work products/kinds of work	% or weight	DUE DATE	LEARNING OUTCOME
Exploration 1: Readings on Genre and Rhetoric		week 2 and 3	CLO 1, 5
Vocabulary and Key Concept Building		weekly	CLO 1, 4, 5
Phase 1: Personal Writing		first/second quarter	CLO 1, 6
Informal Writings: fast writes, readings, annotations, revisions, reflections		throughout all phases of the course	CLO 1, 2 3, 5, 6
Summative: Extended Definition Essay		October 2020	CLO 2, 4
Phase 2: Public Writing		2nd quarter	CLO 1, 3, 5, 6
Summative: This I Believe Podcast		November 2020	CLO 2, 4, 5, 6
Phase 3: Academic Writing		third/fourth quarter	CLO 2, 4, 5, 6
Summative: Multimedia project		April 2021	CLO 2, 3, 4, 5, 6
Portfolio		May 2021	CLO 1-6
<b>Total</b>	<b>100%</b>		

### GRADING SCALE

(C- or better is required to receive credit for this course)

A grades	100–97%: A+	97–93%: A	93–89.5%: A-
B grades	89.5–87%: B+	87–83%: B	83–79.5%: B-
C grades	79.5–77%: C+	77–73%: C	73–69.5%: C-
D grades	69.5–67%: D+	67–63%: D	63–59%: D-
F grades	59–0%: F		

### GRADING NOTES

**Late Assignments:** I need to receive your work on time to provide an equal standard and to be able to give you timely feedback for improvement. For those reasons, late assignments are subject to penalty per week for two weeks. Because course assignments build upon each other, late assignments may not be accepted after two weeks. Also for major works that are not produced on time, students will be required to create a plan of completion to email to the teacher as well as their parents explaining the reason for tardiness and setting a new date for completion.

### WRITING COMMUNITY:

As members of this class, we will be sharing ideas, discussions, and writings. It is crucial that we work with respect toward one another in all of our dealings. We show respect by arriving to class prepared, listening when others speak, even if you don't agree with them, refraining from interrupting others, not using derogatory set down or comments, not using cell phones during class times, and acting with kindness in all our interactions.

We will spend countless hours revising our pieces. The writing process is more than a single draft turned in for a grade. It is drafting, revising, thinking, revising, reflecting, and revising again. Revision is not changing a word or two, fixing a grammar mistake, or adding punctuation. Revision is recognizing the strengths and weaknesses within our writings. It is not simple and easy. It is not done in isolation. Revision is necessary. It will be done not because I assign it as another task but because the writer in you can't sleep because you are shaping and crafting these pieces to showcase your thinking and writing. Revision is social in nature, and we are a community of writers working to think and grow through articulation, experimentation, and revision.