

ENGL 1007 - Seminar and Studio in Academic Writing and Multimodal Composition
Course Syllabus
Ansonia High School
UConn Early College Experience

Mr. Hashemian

Room 102

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Extension 2102

Meeting Times: Period 4 on Days 2 (9:20-10:17), 3 (8:19-9:16), and 4 (7:15-8:15)

Study Halls: Period 7 on Days 1-3

Overview: This rigorous college-level course will allow you the opportunity to earn college credit upon its successful completion. Our units of study will expose you to the wonderful world of canonical and recent literature. We will travel to wondrous lands, exploring the psyches of fascinating characters. We will build a rich understanding of conversations carried out among writers/artists and their historical moment. Forging connections with the realms of art, history, sociology, psychology, and philosophy, we will heighten our appreciation of literature through in and out-of-class assignments that emphasize interpretation, argumentation, and reflection. We will examine a variety of critical approaches to literature through oral and written discourse. My hope is to foster a lifelong love of literature and writing.

Description: College composition through multiple forms of literacy, including rhetorical, digital, and information literacies necessary for twenty-first-century contexts. The development of creatively intellectual inquiries through sustained engagement with texts, ideas, and problems. Emphasis on transfer of writing and rhetorical skills to academic and daily life. Students participate in regular studio sessions that provide contexts, tools, and practices for producing and engaging with digital (and analog) rhetoric.

UConn's First-Year Writing courses introduce students to the work of college writing, which includes posing questions, developing sustained intellectual projects, and generating knowledge that invites engagement with wide and varied audiences. Writing, here, is project-building—a practice of making something, composing—and the courses reflect this attention to purposeful engagement and meaningful contribution. As a prerequisite to many University courses and all Writing Competency courses, First-Year Writing seminars foreground collaborative, student-driven inquiry developed in the context of a shared course investigation. Students work on projects in which they select and define places where they might advance the class conversation across various media.

Our approach focuses on thoughtfulness, exploration, learning, and transformation-- all the qualities (and methods) of a writer who understands the diversity of human experience.

Role of writing: Through the literature explored, you will synthesize the texts with writing and information literacy through short responses, as well as longer responses or final essays. Since a written piece need not be perfect for a first draft, opportunities will be provided for revision of formal assignments (includes warm and cool feedback from peers and conferences with me). When I detect common writing issues, I will provide mini lessons on grammar, mechanics, and style. We will also analyze literature using a variety of literary lenses (includes reading literary criticism), reflecting upon texts' relevance in the 21st century.

Writing Reflection: As part of your ECE grade for this course, you will write a reflection about your writing. It will enable you to take an honest and open look into your writing this year (Save all your writing/assignments in a folder.). In this reflection paper, you should consider the following:

- Your characteristic strengths and weaknesses as a writer
- Writing processes or strategies that work for you
- The possibilities and limitations of collaboration in reading and writing (peer editing, class discussions, etc.)
- The connection between writing and academic inquiry (choosing your own topics/ focus)
- The need to continue to work on your writing throughout your academic and post-academic career (How will writing be important to you in the future?)

Textbooks: *The Bedford Introduction to Literature (Eighth Edition)*. Ed. Michael Meyer.

Some Course Units

Unit One: Meaning & Morality

Major Texts:

Kafka, *Metamorphosis* (1915-- trans. Muir [summer reading])

Camus, *The Stranger* (1942-- trans. Ward [summer reading])

Hemingway, "A Clean, Well-Lighted Place"

Sophocles, *Antigone* (c. 441 BCE-- trans. Fagles)

Collins, "Introduction to Poetry"

Selected poems

Unit 2: Romanticism and the Power of Imagination

Major Texts:

Shelley, *Frankenstein* (1818)

Selected poems

Unit 3: Realism's Web

Major Texts:

Ibsen, *A Doll House* (1879-- trans. Fjelde)

Bierce, "An Occurrence at Owl Creek Bridge" (1890)

Twain, "War Prayer" (1916)

Howells, "Editha" (1905)

Selected poems

Unit 3: Dreams and Delusions

Major Texts:

Williams, *A Streetcar Named Desire* (1947)

Hansberry, *A Raisin in the Sun* (1959)

Selected poems

Note: To readily allow for the easiest annotation, you are welcome to purchase/procure your own copy of a text. Simply make certain that the translation/version is the same as the class's.

Required Actions and Materials

- A journal and a folder (dedicated to this class) in which you will keep your pieces/feedback. The journal will remain in class.
- Being positive, polite, and thoughtful, especially in the context of peer editing and class discussion, will strengthen our class community. Written and artistic responses should always be **school-appropriate**. If in doubt, check with me.
- Be prompt and prepared.
- Be professional. (Dress according to our uniform policy, your earbuds/headphones and/or phone packed away.) Should you take your phone out, you will have to bring it to the office or check it into the 5-star Phone Hotel. **Per Admin:** before heading to the restroom, check into the Phone Hotel.
- Keep up with your work, utilizing the time given. Be mindful of due dates.
- Be proactive– ask for help if you need it.
- Be productive, making use of time given to complete assignments.
- Be school-appropriate and **mindful of your language**, as we are in an academic setting.
- Be organized (I am a fan of lists and organization books/apps.).
- Be reflective in response to feedback given.
- Be open to being confused. During the critical thinking process, confusion is often a necessary step in the process. Allow yourself the time to think deeply about subjects.
- Be open to taking intellectual risks– I will never tell you that you are “wrong,” as literature invites multiple interpretations. What is key is defending your conclusions **with evidence**.

- Ask questions; if you miss a class, ask me what you missed and make up the work (with me– most work must be done in the classroom) quickly.
- Be mindful of your personal ethics and abilities.

When asked, bring your materials. Sometimes, assignment spaces and materials will be on GC (“The Cave”), but I am not required to post every document associated with an assignment. I will update the Cave with “This Week,” which will list the week’s assignments and activities. Always check/scrutinize the **specific wording** of your assignments, as the feed has limited information. Of course, you should have a notebook, as well as pen or pencil, for personal notes. It is important to keep your files organized. **You must save all your work, as you may be asked to write a revision (process).**

Grading categories:

- Participation: 10%
- Reflections, short prompts: 20%
- Classwork, close readings, collaborative analysis, quizzes: 30%
- Tests, formal writing, revisions, skits, creative writing, projects: 40%

Always check PowerSchool for your overall grade-- not the Cave. Assignment grades will rarely be left blank. I will enter a “0” and the symbol for “missing” for a late assignment, removing it upon submission (by the end of the school week). If your assignment has not been completed, I will enter the symbol for “incomplete.” If I have received your assignment and am in the process of grading it, I will enter the symbol for “collected.” If you have not submitted your assignment in the Cave, I may send you a “Please submit.” message.

Assignments

Many assignments can be submitted in the Cave-- never through an email. Unless special circumstances arise, I deduct points for late work. After a cycle, you will usually receive a zero. Under no circumstances can I accept make-up assignments at the end of a given quarter. I understand that you may be having personal or academic difficulties that may prevent you from submitting work by a specific due date. Thus, early communication, verbally or in a well-phrased e-mail, is important. If I still do not receive a given assignment– or you are usually unprepared, unengaged, or your work is consistently of poor quality– the next step includes communication with your parent/guardian and/or guidance counselor and administrator. I rarely accept late work that we have already reviewed in class.

Should you have a question, please be specific, employing a private GC message or e-mail. A simple word or quotation mark is hardly useful. Tell me what your issue is, be it with technology or the wording/nature of the assignment, in as much detail as possible.

Attendance and Absences

I expect you to be in class daily. Excessive absences and/or lateness will undoubtedly impact your participation and overall grade, **even resulting in failure for the course.** Furthermore, I cannot give you make-up work after 18 absences. Refer to the student handbook. An unexcused absence results in an automatic “0” for that day’s participation grade. Should you be absent, you are responsible for completing missed work **in a timely fashion.** (I cannot keep asking you to make up tests/assignments.) If the work is not posted in the Cave, seek me out (to get your work) when you return– even if we do not have class that day. Do not wait for me to give you the work.

Shorter assignments are usually due the next day. (I urge you to find at least one "buddy" with whom you can confer.). **Since this is a discussion-based class utilizing multiple multimodal assessments, it is critical that you use class time wisely. Moreover, student-generated questions and the analysis that drive a discussion must be submitted beforehand. I cannot give you full credit if you submit question answers after a discussion.** Finally, you are responsible for arranging to quickly take a make-up test/in-class assignment as well.

***If you have knowledge of a future absence, please let me know as soon as possible.

Computers: Please treat the computers with care– we are lucky to have a cart in our classroom. If you use one, hook it up so that it can charge. **Remain in your seat until the ringing of the bell. You are not to cluster by the door or leave early.**

Visitors: Occasionally, administrators and/or teachers might drop in to check out the great products of your learning, collaboration, and/or discussion. Their observations contribute to important conversations about education. When this happens, simply continue engaging in the lesson’s activities. Our guests might even ask you questions about the lesson’s objectives.

Work/Essay Format

1. All essays and typed work must be double-spaced (Times New Roman font/ 12pt); I cannot accept single-spaced work, as I find it difficult to offer feedback.
2. Margins: 1 inch on all sides
3. Proper Headings-- MLA style:

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Your full name, then, should be on anything you submit. Read and revise your work before submitting. Most punctuation and grammatical errors can be corrected easily. Make your copy as crisp as possible.

Academic Integrity

Never compromise your academic integrity. Plagiarism and other forms of academic dishonesty result in a zero for the assignment in question and notification of parents/guardians, as well as your guidance counselor and/or administrator. (After such an instance, I cannot write you a college recommendation.) Our classroom community is such that you can always approach me for help. I want to read and interact with **your** ideas and am interested in you and how you engage with, interpret and apply the literature.

“Plagiarism” is defined as intentionally or unintentionally presenting another’s work as your own. Any source material (electronic, written, verbal) accessed to complete an assignment must be cited (proper attribution). Plagiarism includes the following:

- Copying verbatim or blending source material with your own without proper attribution
- Paraphrasing source materials or borrowing ideas, terms, or concepts without acknowledging the source
- Inventing sources or false attributions for sources
- Purchasing/copying another’s work

Other forms of academic dishonesty include the following:

- Copying all or part of an assignment or assessment or allowing another to copy your work
- Doing someone’s work or having someone else do your work
- Using unauthorized materials, devices, or assistance of any kind to complete your work or assessment, including on-line transfers
- Providing or receiving information so as to give/gain an unfair advantage
- Aiding another in any of the above
- Employing AI technology (ex: ChatGPT) to construct a response

I do use anti-plagiarism software. Take pride in your work, taking academic honesty seriously. I do not expect perfection-- just your best effort.

Group Work and Participation: Participation counts. I understand that some are apprehensive about offering opinions in class. It is essential, however, to contribute to whole group discussions. As for group (collaborative) work, it invites even the most reticent student a chance to voice opinions. You must always be committed and engaged-- and to do so, it is essential that you complete the readings. Please refer to my Participation Rubric in the Cave’s Resources section.

The following will adversely affect your grade:

1. Excessive absences (Also, if you are absent for collaborative work for which more time is given the following day, you may **not** join a group; rather, you must tackle the assignment on your own so that you can improve your skills effectively.)
2. Doing other work in class or studying for a test in class

3. Sleeping/putting your head down (I must make sure that you are ok, so I cannot allow sleeping.).
4. Refusing to participate or read
5. Unfamiliarity with the homework and/or reading
6. Disrupting class
7. **“One Mic”**: I have a right to teach without being interrupted. You have the right to learn, participate, and offer or receive constructive criticism without being interrupted and/or ridiculed. There will be no cursing, nor insults and putdowns. Your reputation will suffer due to disruption and/or insensitivity—and you will also lose participation points. Maintain a level of respect, then, for your peers and the text.

Your Room: Please respect your area and our room, throwing away gum and trash in the garbage. Food and drink are not allowed, but an exception will be made for bottled water. Also, please respect the space around and behind my desk. Never sit on a desk (safety issues).

Late to Class: Come in quietly, hand me your pass, and prepare your laptop if applicable. Look at the lesson’s objective and agenda. When the opportunity allows, I will give you an update.

Three tardies result in a write-up. When the opportunity allows, I will give you an update. Note that consistent lateness will impact your participation and overall grade.

Skipping Class results in a “0” for participation for that period. Skipping also results in a disciplinary referral and a call or email home.

Subwork: In the case of my absence, I will leave work that is to be completed-- unless otherwise noted-- in the Cave. I appreciate it very much when a substitute teacher reports that a class was well-behaved.

Restroom: Going to the restroom is a privilege that should not be abused. You should **not be asking regularly** or take long to return. Per administration, if you are gone for more than 10 minutes, it is classified as a class cut. Only one person may leave the classroom at a time. In the absence of an emergency, please wait for an appropriate time to ask (transitions, etc.). I want to give students my full attention, so please do not interrupt a class discussion. I cannot give passes during the first and last 10 minutes of class or during a “No Pass” day.

Nurse/Social Worker: In the event that you do not return to class: If there is no record of your visit (in the time you were out of the classroom), I must fill out a write-up slip to record the incident. This equates to a class cut as well. When you are in school, we need to know where you are at all times, as your safety is a priority. Always keep in mind the perspective of your teacher and administration. There is always a logical/educational/legal reason for rules.

Fire Drills: To the left, to the left . . . (We will review this in class.)

Media Center passes: Per Ms. Mudry, I cannot write you a pass for another class. I can only write a pass when an English assignment or project requires the media center's space,

technology, and/or resources. If you do not submit a product soon after your media center visit, I can only assume that you did not use your time there to work on the assignment. I may then decline your future requests for passes. Please ask for a pass ahead of time— I cannot write you one while conducting a class. Plan accordingly.

Extra Help: You are my priority. I wish for you to learn, succeed, and achieve your dreams. You are encouraged to seek extra help to ensure that you understand the class material and are supported in the learning process. (My schedule is posted on the right front bulletin board.). You can never bother or annoy me when you ask questions. I appreciate it, especially, when students ask questions about their feedback. It shows me that they are mindful of my comments—that they care. I appreciate general questions because they will undoubtedly help the rest of the class.

Final Exam: Since this is a full-year ECE class, there are no exemptions.

College Essays: Due to time constraints, I am unable to read/correct your college essays. The guidance department is the best resource in this area.

Recommendations: I suggest that you ask a teacher who knows you well— for at least a year. I will, however, write recommendations for students in great academic standing with a grade of B+ or higher. You must be a conscientious, respectful student who **participates often**. You must approach me and ask. Please do not send me requests via Common App before having a conversation with me. I need **at least** 2 weeks in advance.

Mandated reporting: Writing is a cathartic exercise that often allows us to share personal narratives. I value my students' honesty and willingness to share these stories. In most cases, I would never divulge, without permission, what has been written/told to me in confidence. Keep in mind that I am a mandated reporter though.