

English IA: Beginning Composition

Fall 2015, Section 25, MWF 3:10-4:00, OLMH 1132

Instructor: Sarah Lozier

Office Location and Hours: HMNSS 2307, M 1:00-3:00, W 11:00-12:00, and by appointment

Mailbox located in HMNSS 1102 (UWP)

E-mail: slozi001@ucr.edu

Required Texts

Axelrod, Rise B., and Charles R. Cooper, eds. *St. Martin's Guide to Writing*. 10th ed. Boston: Bedford, 2010. Print.

Foer, Jonathan Safran. *Extremely Loud and Incredibly Close*. New York: Houghton Mifflin, 2005. Print.

*Note: Please bring the *St. Martin's Guide to Writing (SMG)* to every class. Please bring *Extremely Loud and Incredibly Close (ELIC)* on each class day there is a reading due.

Course Description

English IA is the first course of the three-quarter IABC requirement. English IA seeks to develop students' proficiency in reading critically and writing analytically. That is, you will learn to read and write with rhetorical awareness of the particular writing situation's audience, purpose, and genre conventions; to use the complete composing process recursively; and to perform various kinds of research (including memory search, field research, as well as library and internet research). You will also master an array of different genres, concentrating on matters of organization, word choice, and grammar for the purpose of communicating in writing clearly and effectively. As a community of writers, we will actively read and critique each other's writing in progress, supporting one another's progress as writers and critical thinkers.

This section of English IA will focus on the concept and experience of hypermedia culture. Hypermedia is often used in contemporary conversations to refer to the sense that our world has become over-mediated. We find ourselves regularly bombarded with (multi)media forms – billboards, books, newspapers, magazines, e-zines, e-books, e-mail, text messages, facebook messages, immersive video games, app-based games, movies, tv shows, music (the list could continue) – to the extent that one could argue we have become overly saturated with media. But what is media? What is mediation? Where do we draw the line between what is an acceptable and what is a hyper- or excessive level of mediation? How do we navigate different media forms and how do these forms navigate us? Throughout this course, we will focus on these and other questions surrounding the multiple media aspects of writing and storytelling. We will use both the *SMG* and *ELIC* to probe and expand our understanding of hypermedia and our contemporary hypermediated moment.

Class Policies

Attendance: Your success in this course depends on regular attendance and active participation. As a writer's workshop, your presence and constructive participation is crucial. Attendance will be taken daily, and unexcused absences, late arrivals, and early departures will be penalized and may ultimately affect your ability to pass the course.

Late Work: All essays must be submitted via Safe Assignment on iLearn by the start of class on the due date. **Absence from class does not extend the due date.** Depending on the circumstances, late work may or may not be accepted. Late work that is accepted will be lowered by 1/3 of a letter grade per day (NOTE: "day," NOT "class day") that it is late (eg: If an essay is one day late, it may drop from a C to a C-).

Required Formatting: All papers must be in correct, current MLA format. This includes document formatting, such as 1 inch margins, New Times Roman 12 pt. font, and consistent double-spacing, in addition to source documentation.

iLearn and Rmail: This course will make heavy use of both the online iLearn system, which is located at iLearn.ucr.edu, and UCR e-mail. Check both sites daily because important instructions for completing assignments, as well as class announcements, will appear there. Both sites require the same user name and password.

Journals: Your invention work and pre-writing assignments must be completed via the course journals located on iLearn. Please **DO NOT attach a word doc or pdf to the journals**, but rather put your work directly into the text box. I will provide feedback on your invention work periodically via the comments feature.

Discussion Board Posts: As you read and watch *Extremely Loud and Incredibly Close*, you will be responsible for posting to the discussion board on iLearn. Each post will have a series of prompting questions from me that **you are not responsible for answering exhaustively**, but should serve as a launching point for your **critical analysis** and ideas about the text. Each post should be **100-200 words** long, and should be as complete and coherent as possible. These will serve as the basis for our in-class discussion of the text and will be factored in to your class participation grade.

Writer Workshops: Writing is a process. Feedback from your peers is a vital part of that process. Not only does input from your peers enable you to rethink and re-vision your own work, but critically reading the work of others trains your eye to eventually transfer those skills to the reading of your own work. Hence, **peer review is mandatory for this class**. If you miss a peer review day or neglect to bring a **complete** draft with you to class, the overall grade of the essay will drop a full letter grade (i.e. a C+ would drop to a D+). Similarly, if I see that you have not given feedback on your peers' papers, I will drop your paper 1/3 of a letter grade (eg: C to C-).

Revision: You will have the opportunity to revise one essay in this class. As a class on hypermedia culture, your revision must also be **a digital remediation into a BuzzFeed-style listicle**. The listicle must be uploaded to and published within the BuzzFeed community by the **Friday of week 8** to receive credit. I will circulate a document that offers more direct information on this assignment in week 6 of the quarter, after you have turned in the profile essay. Your original essay's grade will be replaced by the average of the original and the revised listicle.

Plagiarism and Academic Misconduct: This section is taken from the Academic Integrity Brochure for Students (<http://conduct.ucr.edu/>).

"At the University of California, Riverside (UCR) honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The academic culture requires that each student take responsibility for learning and for producing work that reflect their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge academic disciplines and engage honestly in all academic assignments. Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct."

Plagiarism is the "copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one's own efforts. Plagiarism means using another's work without giving credit. Examples include but are not limited to":

- "copying information from computer-based sources, i.e., the Internet"
- "allowing another person to substantially alter or revise your work and submitting it entirely as your own"
- "copying from another student's examination, quiz,... or homework assignment"
- "submitting for academic advancement an item of academic work that you have previously submitted for academic advancement" without prior authorization from the faculty member supervising the work.

"Unauthorized collaboration" is also inappropriate. If I suspect that you have committed an act of academic misconduct, I will discuss it with you and file a report with the Student Conduct & Academic Integrity Programs (SCAIP). You may receive a zero on the assignment and an "F" in the course. Further disciplinary action may also be taken by SCAIP. If you ever have a question about plagiarism or other academic conduct, please ask me *before* you turn in any work that may be problematic.

Students with Disabilities: If you believe you have any special needs or disabilities, please contact the Services for Students with Disabilities office (SSD—<http://www.specialservices.ucr.edu>) so that they can work with me to ensure that your needs are met.

Requirements		Grading Scale			
		Passing		Failing	
Essay #1: Remembering an Event	15%				
Essay #2: Writing Profiles	20%	100%-93%	A	72.9%-70%	C-
Essay #3: Explaining a Concept	20%	92.9%-90%	A-	69.9%-67%	D+
Essay #4: Finding Common Ground	20%	89.9%-87%	B+	66.9%-63%	D
Final Exam	15%	86.9%-83%	B	62.9%-60%	D-
Participation/Homework/Quizzes	10%	82.9%-80%	B-	59.9%-0%	F
		79.9%-77%	C+		
TOTAL:	100%	76.9%-73%	C		