**CONTACT INFORMATION**
Instructor: Manal S. Khan  
Contact: khanm13@wit.edu (I will do my best to respond within 48 hours)  
Class Meeting Times: T, TH, 8-9:50 am (Good Morning!)  
Location: Wentworth Hall 205  
Office Hours are by appointment. Please email me and we can schedule a time to get together.

**ABOUT THE COURSE**
An introduction to college-level academic writing and research. Instruction focuses on the writing process, rhetorical strategies, critical thinking, informational literacy, and writing from sources.

**LEARNING OUTCOMES FROM THE COURSE:**
By the end of the semester, you will be better able to:
- generate and develop writing topics, produce multiple drafts, and revise work;  
- write for a variety of specific audiences;  
- demonstrate proficiency in the conventions of academic writing including paragraph and thesis development;  
- read primary and secondary sources critically through the practices of annotation, analysis, and synthesis;  
- paraphrase, quote, and summarize primary and secondary texts in essays;  
- gather appropriate sources for research from scholarly databases;  
- demonstrate proficiency with MLA-style documentation;  
- control such surface features as syntax, grammar, punctuation, and spelling.

**COURSE MATERIALS:**
You will need the following textbook:
You can purchase the book from the College Bookstore (103 Ward Street Boston MA 02115; Tel: 617-445-8814) or online from: [https://www.amazon.com/Writing-Sources-Brenda-Spatt/dp/0312602901](https://www.amazon.com/Writing-Sources-Brenda-Spatt/dp/0312602901)

I will also upload texts to Blackboard to diversify the essays and discussions from *Writing from Sources*. These could include essays, poems, or short stories, as well as links to TED Talks and documentaries on YouTube. You are expected to bring both your textbook and to print out and bring your assigned handouts to class.

Other Tools and Materials:
- A notebook and pen(s) for taking notes and editing papers during peer-reviews
- A binder or folder (for organizing handouts and printed readings)

**INSTRUCTIONAL METHODOLOGIES AND CLASS EXPECTATIONS:**
The goal of English I is to help you communicate effectively through your writing, particularly at the college-level. Each class will be built upon the discussions of assigned readings and videos. I have tried to include a variety of short texts that, I hope, will promote lively discussions and encourage you to participate. While I will give the occasional lecture on writing academic papers – including annotation and summary, editing and proofing, researching sources, organizing your papers, grammatical competency, etc. – the majority of class time will include your discussion of the assignments, in-class grammar and editing exercises, and peer-review sessions.

Please note that phones and laptops must be off and away prior to the beginning of class.

**ASSIGNMENTS:**
These will include three major assignments, weekly response papers, and your active participation. I do understand that not everyone is comfortable speaking in public; however, your voice, perspective, and experience is vital to expanding the class discussion. When you participate, you are also more likely to understand the texts and analyze them more effectively, especially for your papers.

You can choose your own paper topics, and I will provide guidance as you make your choices. I will occasionally accept formal essays late, depending on the circumstances, but no one should expect that a late essay will earn full credit. Please let me know in advance by email or in-person if anything is preventing you from turning in your paper on time. All response papers will not be accepted late; they are due at the end of class.

A. **Response Papers:** These are short pieces written in response to the reading assignments posted in Blackboard. You will write eight over the course of the semester, but the grades for two of them will be dropped. Every response paper must be word-processed, free of error, and at least 300 – but no more than 500 – words. They are due at the end of class without fail. I will not accept late response papers.

   (*Writing from Sources* will give us the tools for writing all the assignments. However, the reading assignments from the textbook are not expected to be included in your response papers).

B. **Two formal essays:** Essay #1 is a short argument responding to a single source and Essay #2 is the research paper that will include multiple sources.

   You will share a draft of each of your formal essays with at least one other classmate (and not more than four) during our peer-review sessions. These sessions will give each of you the opportunity to receive comments and suggestions other than mine, while,
simultaneously, allow you to practice your editing skills. You are not expected to correct your peer’s work but offer suggestions that will improve their paper.

We will work through 3 drafts of both essays in the class, and credit will be given for each draft. If you attend without a draft in which one of your assignments will be reviewed, your final grade will be reduced by a third.

Please submit your workshop drafts (including your peer’s comments) with your final version so that I can see the development of your paper.

C. Thesis Statement and Annotated Bibliography: These will be a component of your longer research paper (Essay #2) and will also be peer-reviewed in class. The same rules for attendance for the essay drafts apply to this assignment.

All papers, including your peer-reviewed drafts, must be submitted in hard copy. They should be in a serif font, size 12, and double-spaced. Please see the MLA guidelines for more details.

ATTENDANCE POLICY:
You are expected to attend every class. More than three absences will result in a reduction in your final grade. More than five absences may result in withdrawal from the course. Being more than five minutes late, or leaving more than ten minutes early, will count as at least one-third of an absence. Three late arrivals/early departures will be counted as one absence. If you miss a class, it will be your responsibility to seek out information you need.

GRADING POLICY:
Formal Essay #1 (single source) ------------------------------------------ 25%
Formal Essay #2 – the Research Paper (multiple source) --------- 30%
Thesis Statement and Annotated Bibliography -------------------------- 10%
Response Papers (in aggregate) ---------------------------------------- 20%
Class Participation -------------------------------------------------- 15%

WENTWORTH GRADING SYSTEM:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
<th>Weight</th>
<th>Numerical Definition</th>
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<tbody>
<tr>
<td>A</td>
<td>Student learning and accomplishment far exceeds published objectives for the course/test/assignment and student work is distinguished consistently by is high level of competency and/or innovation.</td>
<td>4.00</td>
<td>96-100</td>
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<tr>
<td>A-</td>
<td>Student learning and accomplishment goes beyond what is expected in the published objectives for the course/test/assignment and student work is frequently</td>
<td>3.67</td>
<td>92-95</td>
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<tr>
<td>B+</td>
<td>Student learning and accomplishment goes beyond what is expected in the published objectives for the course/test/assignment and student work is frequently</td>
<td>3.33</td>
<td>88-91</td>
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<tr>
<td>B</td>
<td>Student learning and accomplishment far exceeds published objectives for the course/test/assignment and student work is distinguished consistently by is high level of competency and/or innovation.</td>
<td>3.00</td>
<td>84-87</td>
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DROP/ADD:
Students may drop and add courses at any time between the start of registration for a given semester and a specific date published in the official Academic Calendar. Dropping and/or adding courses is done online. Courses dropped in this period are removed from the student’s record. Courses to be added that require written permission, e.g. closed courses, must be done using a Drop/Add form that is available in the Student Service Center. Non-attendance does not constitute dropping a course. If a student has registered for a course and subsequently withdraws or receives a failing grade in its prerequisite, then the student must drop that course. In some cases, the student will be dropped from that course by the Registrar. However, it is the student’s responsibility to make sure that he or she meets the course prerequisites and to drop a course if the student has not successfully completed the prerequisite. The student must see his or her academic advisor or academic department head for schedule revision and to discuss the impact of the failed or withdrawn course on the student’s degree status.

ACADEMIC SUPPORT
The Center for Academic Excellence, located on the fourth floor of Beatty, assists all Wentworth students in the areas of math, science, technical courses specific to majors, and writing. In this student-based learning environment, students receive individual help with their studies, meet and work in study groups, attend workshops on a wide variety of subjects and find resources to assist them in meeting their goals for academic success. It includes tutors in many subjects, writing assistance and workshops focused on helping good students become great students. Make appointments in person, online, or through LConnect.

WENTWORTH ACADEMIC HONESTY STATEMENT
“Students at Wentworth are expected to be honest and forthright in their academic endeavors. Academic dishonesty includes cheating, inventing false information or citations, plagiarism,
tampering with computers, destroying other people’s coursework, lab or studio property, or academic misconduct” (Academic Catalog). See your catalogue for a full explanation.

AVOIDING PLAGERISM: All submitted work should be the original writing of the student unless cited outside sources are used, when permitted. The use of the words or unique ideas or research from a website, book, article, or other source without citing the source is considered plagiarism and will result in a failing grade for the assignment.

WENTWORTH DISABILITY SERVICES STATEMENT
Any student who thinks s/he may require a disability-related accommodation for this course should contact Disability Services privately to discuss their specific needs. Disability Services coordinates reasonable accommodations for students with documented disabilities. They are located in Watson Hall 003 (the Center for Wellness and Disability Services) and can be contacted at 617-989-4390 or counseling@wit.edu. For more information on acceptable documentation and the Disability Services process, visit the Disability Services website at www.wit.edu/disabilityservices.

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<tr>
<th>Class #</th>
<th>Date</th>
<th>Assignment Due That Day</th>
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<tbody>
<tr>
<td>1</td>
<td>Thursday 9/6/2018</td>
<td>Introductions; in-class writing sample.</td>
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Week 2: Language and Literature OR Words, Words, Words

| 2       | Tuesday 9/11/2018 | Writing from Sources pp. 3-13  
|          |                 | on Blackboard: Lamott, “Shitty First Drafts”; King, “Everything You Need to Know About Writing Successfully - in Ten Minutes” |

| 3       | Thursday 9/13/2018 | Writing from Sources pp. 25-31  
|          |                 | on Blackboard: Morrison, Nobel Lecture, 7 December 1993; Orwell, “Politics and the English Language” 
|          |                 | Response Paper 1 Due |

Week 3: The Language of Consumption in Business and the Marketplace

| 4       | Tuesday 9/18/2018 | Writing from Sources pp. 75-93  
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>5</td>
<td>Thursday 9/20/2018</td>
<td><em>Writing from Sources</em> pp. 106-176&lt;br&gt;on Blackboard: Swartz, “The Tyranny of Choice”; Klein, “The Change Within”&lt;br&gt;Response Paper 2 Due</td>
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<td>6</td>
<td>Tuesday 9/25/2018</td>
<td><em>Writing from Sources</em> pp. 146-176&lt;br&gt;on Blackboard: <em>Sources</em> pp. 183 - 215; Sandel, “What isn’t for Sale”; Walker, “Everyday Use” (Fiction)</td>
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<td>Date</td>
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<td>12</td>
<td>Thursday</td>
<td>Writing from Sources pp. 75-215</td>
<td>Discussion on Essay 1 (the Single Source Essay): Brainstorming; choosing your single source idea; prewriting and drafting</td>
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<tr>
<td>13</td>
<td>Tuesday</td>
<td>Peer Review: Essay 1 Draft 1</td>
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<tr>
<td>14</td>
<td>Thursday</td>
<td>Peer Review: Essay 1 Draft 2</td>
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<td>Week 7: Workshop Week - Essay 1</td>
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<td>15</td>
<td>Tuesday</td>
<td>Hardcopy of Essay 1 Due, including all peer-reviewed drafts</td>
<td>Library Day</td>
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<td>16</td>
<td>Thursday</td>
<td>on Blackboard: Williams, “The Clan of One-Breasted Women”; Wong (two poems), <em>sort by day, burn by night</em> and <em>the girl who ate rice almost everyday</em>; Documentary <em>Exporting Harm</em> (free on YouTube: <a href="https://www.youtube.com/watch?v=yDSWGv3jGek">https://www.youtube.com/watch?v=yDSWGv3jGek</a>)</td>
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<td>Week 8: The Environment</td>
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<td>17</td>
<td>Tuesday</td>
<td>on Blackboard: Kimmerer, “Council of Pecans”; Carson, from <em>Field Notebooks</em>; Jehran, from <em>Lab Girl</em></td>
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<td>18</td>
<td>Thursday</td>
<td><em>Writing from Sources</em> pp 218-277</td>
<td>on Blackboard: Erdrich, “Skunk Dreams”; Hogan, “Dwellings”</td>
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<td>Response Paper 6 Due</td>
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<td>Week 9: The Environment</td>
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<td>19</td>
<td>Tuesday</td>
<td>on Blackboard: Coates, from <em>Between the World and Me</em>; Iyer, “The Terminal Check”; Satrapi, “My Speech at West Point”</td>
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<td>Week 10: Society and Culture (including questions of Gender, Race, and Sexuality)</td>
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<td>21</td>
<td>Tuesday</td>
<td>on Blackboard: Coates, from <em>Between the World and Me</em>; Iyer, “The Terminal Check”; Satrapi, “My Speech at West Point”</td>
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<tr>
<td>Week 11: Society and Culture (including questions of Gender, Race, and Sexuality)</td>
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<td>22</td>
<td>Thursday</td>
<td>11/15/2018 <em>Writing from Sources</em> pp 218-277 and 390-465 Discussion: Final paper ideas; about the thesis statement and annotated bibliographies</td>
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**Week 12: Workshop Week - Thesis Statement and Annotated Bibliography**

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<th>Event</th>
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<tbody>
<tr>
<td>23</td>
<td>Tuesday</td>
<td>11/20/2018 Peer review: Draft of Thesis Statement and Annotated Bibliography</td>
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<tr>
<td>24</td>
<td>Thursday</td>
<td>11/22/2018 No Class: Thanksgiving Holiday</td>
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**Week 13: Workshop Week – Essay 2 The Research Essay**

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<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>25</td>
<td>Tuesday</td>
<td>11/27/2018 Hardcopy of Thesis Statement and Annotated Bibliography Due Final questions addressed; in-class writing time</td>
</tr>
<tr>
<td>26</td>
<td>Thursday</td>
<td>11/29/2018 Peer Review: Research Essay Draft 1</td>
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**Week 14: Final Week of Classes & Workshop Week – Research Essay**

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<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>26</td>
<td>Tuesday</td>
<td>12/4/2018 Peer Review: Research Essay Draft 2</td>
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<tr>
<td>27</td>
<td>Thursday</td>
<td>12/6/2018 Peer Review: Research Essay Draft 3</td>
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**Week 15: NO CLASSES - ESSAY DUE THIS WEEK**

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<th>Date</th>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>12/11/2018 Research Essay Due, including all peer-reviewed drafts. No class this week, so please leave the hardcopies of the essay with Mary Carnell in Beatty Room 405 by 9am. Please make sure they are at my attention, so she can place them in my mailbox. I will collect them no later than 9:30am.</td>
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