

ELW English: Reading and Writing Skills Fall 2020

Course Info

Duration: 15 weeks
Credit Hours: 3
Meetings: tba
Location: tba

Instructor Info

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1. Course Description

ELW aims to introduce students to the strategies, tools, and resources necessary to becoming successful writers and thinkers in a range of academic, professional, and public settings. Four assumptions are fundamental to this work:

- Writing is a form of social interaction. Thus, successful writers must not only consider their audiences and the contexts in which they write, but also the personal, social, and political implications of writing (or not writing) more generally.
- The organization of modern society requires that people inhabit and move among several discourse communities every day. Because each discourse community has its own rules and assumptions (often unstated) about what can be said, by whom, when, and how, becoming an effective critical thinker and communicator means learning to recognize, analyze, and negotiate the differing expectations of these communities.
- Writing and thinking are intimately connected activities. Becoming a successful communicator means not only learning how to think carefully *through* writing, but also to reflect critically *about* writing, both one's own and the work of others. Thus, honest self-reflection and a thorough understanding of what it means to truly revise are essential aspects of learning to write and think effectively.
- Genres are types of writing that have emerged over time to address recurring situations. Each genre has particular features, conventions, and structures for organizing and presenting information. This course will therefore incorporate and introduce various specific real-world genres. Being an effective communicator requires not only learning how to analyze one's rhetorical situation and use such conventional forms strategically, but also evaluating the costs and benefits of violating such conventions and, when desired, how to go about doing so.

2. Course Intended Learning Objectives (Aims)

CWS Aims:

By the end of the semester the student will be able to:

- Learn strategies of reading including close-reading and annotations.
- Understand the basic template of academic writing including making a claim and providing evidence to substantiate the claim.
- Build an argument using evidence from texts.
- Learn the structure of a paragraph and write a coherent paragraph.
- Develop the ability to make a complex argument by making connections between disparate texts.

Course Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
<p><i>After successful completion of the course, students will be able to:</i></p> <p>Begin to write clearly and concisely in a range of styles and modes encountered in a variety of settings, in a way that contributes to professional success;</p> <p>Recognize that writing is a form of social interaction;</p> <p>Analyze rhetorical situations and make effective choices based on audience and context;</p> <p>Responsibly synthesize material from a variety of sources;</p> <p>Use writing and speaking to not only to communicate effectively in a professional sense but also critically explore, explain, evaluate, and reflect on their experiences and on those of</p>	<p>Class work includes written assignments and projects, including relevant presentations.</p> <p>Public Nature of Work and Sharing:</p> <p>All work in this class is public, so don't write about anything you don't want to share.</p> <p>It's important to share what we have learned from our individual reading and writing to the class as a whole. As a result, you may be required to share your work with the class as a whole or in small groups. As everyone will do this, please do not feel singled out, and remember that no one will judge you personally. While you will receive discussion and critique of your writing, please take this as an opportunity to gain plenty of free advice, which you may use to improve your work in the future.</p>	<p>Class Discussion:</p> <p>As this is a skills class, student discussion, participation and intelligent responses to assigned material is doubly important.</p> <p>This class simply will not work if I lecture at you (in person or online) for the entire period: your active role is "part of the deal." Note for online mode: participation expectations include making regular verbal or written comments when relevant.</p> <p>In fact, if you have not done the reading beforehand, you will be unable to appreciate and properly take part in in-class workshops and activities. I reserve the right to mark students absent who have clearly not done the reading and are unable to meaningfully contribute to class discussions in any shape or form.</p>

others;	Further, given writing is a form of social interaction as we've said, you will be encouraged to read work out loud (both yours and from outside published work) and/or speak to the group.	
Demonstrate understanding and awareness of a range of real-world genres; Use conventions of expression appropriate to situation and audience; Effectively revise and provide substantive feedback to others on their writing; Recognize the importance of technology in research, writing, speaking, and other forms of social interaction.	Group work: Team-building and learning to work with a group is a key skill for professional success, so we will incorporate several group assignments, workshops, and in-class exercises/activities that help you develop and build on this essential ability.	In addition to the regular projects, there will be a portfolio. See below for details.

3. Scheme of Evaluation and Grading

Evaluation Breakup

- ⤴ **Participation, reading checks, activities:** (10%)
- ⤴ **Unit 1: Rhetorical Analysis** (20%)
- ⤴ **Unit 2: Critical Response/Argument** (10%)
- ⤴ **Unit 3: Portfolio** (10%): A compendium of your best representative work in the class (6-8 pages) which includes: a substantive revision of P1 or P2; and a 2- page self-reflection on your work.
- ⤴ **Take-home essay** (50%)

Grade Definition:

<i>COURSE LETTER GRADES AND THEIR INTERPRETATION</i>			
Letter Grade	Percentage of Marks	Grade Points	

O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 – 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 – 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 – 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 – 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 – 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 – 49	2	Pass 1: Pass with Basic understanding of the subject matter .
P2	40 – 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Academic Integrity

→Policies

LATE WORK

All work is due at the beginning of the class period on the assigned due date. Late work will be lowered one letter grade per calendar day the assignment is late. The same rule applies for any assignments submitted electronically. Note: submitting an assignment in the evening of the same day when it is in fact due in class earlier in the day counts as a late submission, and will automatically be lowered one-half letter grade.

ATTENDANCE

The attendance policy is that there is no distinction between “excused” and “unexcused” absences. Each session is mandatory. As a significant amount of work we will do in class, including reading checks and various in-class activities, regular attendance is required to do well in the course: in fact, usually each student is allowed a maximum of 2 weeks of absences in the semester. Any absence over that will drastically count against your final grade. Although not required, you may send me an email as a courtesy, but please do not ask me to provide you with material that you missed. Rely on your peers to provide you with any notes, assignments, and announcements that you miss. Early in the semester, exchange contact info with a few peers so you'll have a network of resources if needed, and plan ahead when possible. I will not make an exception regarding an assignment or deadline because you were not in class when it was assigned or changed. Be aware of tardiness: more than 2 late arrivals count as 1 absence.

EMAIL PROTOCOL

I am happy to respond to questions by e-mail. Before you contact me, however, please make sure the information you are seeking can't be located elsewhere, either in your class notes/materials or Blackboard. *Note about protocol:* Emailing an instructor is a form of academic conversation and not a casual text message; so when emailing me, students should conform to acceptable email etiquette and use a salutation, correct language, and a closing with their full name. Moreover, students need to pay attention to basic principles of courteous and professional written communication, including word choice/tone/diction, punctuation, grammar.

DIGITAL ETIQUETTE

To ensure responsible and attentive participation, all cell phones and/or other electronic devices should be turned off *before* you enter the classroom. If your phone rings once during class, we'll laugh and I'll ask you to turn it off. If your phone rings again during the semester, I'll ask you to leave and this will count as an absence. If I see anyone sending text messages during class, I will make note of it the first time and might warn/otherwise alert you by calling your name, and on a second infraction, I will mark you absent.

Computer conduct

Unless you are specifically told otherwise, the use of laptops/tablets is prohibited in class, and such devices should be turned off and placed in your bag and/or out of sight under your desk. Therefore, whether we are in a room with computers or a regular room:

- ⤴ **NO FACEBOOK/TEXTING DURING CLASS**
- ⤴ **NO EMAIL/NON-SANCTIONED INTERNET BROWSING IN CLASS**

In other words, you may not use a laptop/tablet/a computer/other device in class to follow a

game, go on Facebook, respond to email, post a Tweet, etc. Such activities not only distract you but they distract anyone around or behind you. Infractions will result in dismissal from the class session, which will count as an absence.

FILE LABELING SYSTEM

At the earliest opportunity, create a folder on your flash drive and computer for this class (Your last name, Course, Semester). Save all class work within this folder. (It is the student's responsibility to frequently backup the folder on other flash drives, in addition to a copy on your computer. See "Tech issues" below.)

For all class work you save within that folder, you are required to follow this labeling system:

LastName_ProjectNumber_DraftNumber (Eg: A student whose last name is Goel would save Draft 2 of her Project 2 in the following manner: Goel_P2_D2)

In case of any electronic submissions, files that don't follow this system will be *deemed invalid, and will not receive credit as part of completed project work.*

TECH ISSUES

Lost, stolen, or erased flash drives, home computer crashes, printer problems, etc. do not excuse you from turning in your work or having copies of all your work on portable storage. Remember to make frequent back-up copies of files and keep copies in at least 3 places:

- ⤴ Your computer's hard drive
- ⤴ In at least 2 different flash drives.

Also, please remember to carry your Student ID with you at all times and make sure you have money on your card. You may need your card for printing purposes.

PLAGIARISM

All members of the academic community at Jindal Global University are expected to take responsibility for academic honesty and integrity. Plagiarism—the willful copying/presenting of another person's work as if it were your own—and other forms of cheating are unacceptable. Any instance of plagiarism, regardless of extent of material involved, will result in expulsion from the course with a failing grade and could lead to further disciplinary procedures. If you have any doubts as to what constitutes plagiarism, please refer to your student handbook or come talk to me. In summary then, if you are caught plagiarizing on ANY individual assignment/project, you will be expelled from the class and receive a final grade of F.

POLICY ON DISRUPTIVE BEHAVIOR

The University seeks to promote a teaching and learning environment free from material and substantial classroom disruptions. Any activities or behaviors that disrupt the learning environment can be considered as interfering with the learning process. The instructor reserves the right to remove disruptive students from class, including lack of in-class discipline, discourtesy towards peers or instructor, lack of cooperation in class activities. Such dismissals will count as an absence.

DISABILITY SUPPORT

JGU endeavours to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee (DSC). The registrations for the DSC are open throughout the year. However, the students with long-standing conditions should register with the Committee in the first week of the academic year as disability accommodation requires early planning and implementation. For more information on Disability Support or for an appointment, please contact knakray@jgu.edu.in

4. Keyword Syllabus

(An indication of some key topics of the course.)

Writing as a Form of Social Interaction; Analyzing Rhetorical Situations Based on Audience and Context; Synthesizing Material from a Variety of Sources; Claims and Supporting Evidence; Awareness of Various Genres/Forms; Revision Strategies.

5. Course Materials

Among others, selections and excerpts from following made available online or distributed/presented in class:

- Lunsford, et al. *Everything's an Argument*.
- Hollingsworth, "An Imperfect Reality"
- Siebert, "Are We Driving Elephants Crazy?"
- Carson, "Silent Spring"
- Xue, "China: The Prizes and Pitfalls of Progress"

6. Session Plan

Week 1

- Community introductions: find the person; review syllabus; in-class writing

→weeks 1-3: reading strategies, description/narrative, summary

Week 2

- "Everything is an Argument": pathos, ethos, logos, kairos

Week 3

- Hollingsworth, "An Imperfect Reality"

Week 4

- Anatomy of an essay

→analysis, analytical summary, annotation weeks 4-5

Week 5

- DUE: rhetorical analysis

Week 6

- “Academic Arguments”
→thesis statement, claim, evidence, body paras

Week 7

- DUE: academic summary

Week 8

- Lan Xue, “China: The Prizes and Pitfalls of Progress”

Week 9

- DUE: critical response

Week 10

- Sample student essay
→Quote use, evidence

Week 11

- Assembling portfolio

Week 12

- Portfolio Cont’d

Week 13

- Take-home essay protocols: writing on an assigned question based on class readings

Week 14

- In-class writing workshop

Week 15

- DUE: portfolio