**University of Wyoming**

**English 1010: College Composition and Rhetoric (COM1)**

*3 credit hours, No pre-requisite*

Welcome to English 1010 and to our semester together. This course fulfills your COM1 requirement for the university—on pages 4-5 of our textbook are the seven learning outcomes we’ll work to achieve. In addition to helping you become a more competent and confident writer, I hope this course inspires you to be more enthusiastic about what it means to be a student on this campus and a citizen in our local, national, and international communities. I likewise hope that you find the assignments in the class useful to your personal growth, and that you find our work together productive and perhaps even fun.

**COM1 Student Learning Outcomes**

1. Develop and communicate ideas in writing using appropriate technologies.
2. Find, evaluate, analyze, synthesize, and appropriately document information from a variety of sources in order to support a persuasive argument.
3. Recognize the importance of purpose, audience, and style as components of effective communication.
4. Strategically use a range of critical reading approaches to read and respond to college-level texts.
5. Make effective use of multiple drafts, revision, computer technology, peer and instructor comments, and collaboration in the achievement of a final work of communication.
6. Observe the accepted conventions of spelling, grammar, structure, and punctuation for Standard English.
7. Recognize similarities and differences in purposes and strategies of written, oral, and digital communication.

**Required Text and Materials**

* Hutson, Shelby and Nancy Small, eds. *Writing @ 7200 Feet: A Beginner’s Guide to Composition and Rhetoric*. 2nd ed., Hayden McNeil, 2018.
  + Daily access to your University of Wyoming email and WyoCourse accounts
  + University communications are limited to in-person, the WyoCourse Inbox (link in the brown menu to the far left), or uwyo.edu email. Keep all contact within these options (a.k.a., do not send your instructor messages via your personal gmail, yahoo mail, etc.).
* Daily access to a working computer
  + Access to a printer is strongly recommended
  + If we’re required to move online, your computer must include a camera, microphone, and internet connection that can be used to communicate via video conferencing
* Materials that allow you to abide by University of Wyoming's COVID-related policies and rules to promote the health and well-being of fellow students and your own personal self-care

If you can’t find something, ask your instructor. “I couldn’t find it” is not an excuse for missing an assignment.

**Required Major Assignments**

These assignments are the processes by which we’ll work on achieving the seven COM1 learning outcomes for this course (see pp. 4-5 in your required textbook, *Writing @7200 Feet*). Also growing out of the course outcomes, the “Grade Guidelines” on pp. 21-28 of the textbook describe how assignments will be evaluated.

**Brief Rhetorical Analysis (COM1 Outcomes 1-7):** The goal for this assignment is to start practicing your use of rhetorical reading and observation as well as to start using textual evidence and citation in ways that are valued by academic audiences. You will also be practicing a form of summary, a skill that you will use in your subsequent course assignments this semester. You will be writing for an academic audience–members of the English 1010 community here at UW–that understands, expects, and values these skills as characteristic of academic discourse that relies on a set of moves, conventions, and evidence. These moves are largely portable: while specific conventions differ across academic disciplines and majors, many of these basic writerly behaviors and expectations share similarities across such contexts. (**750-1,000 words)**

**Expos Essay** (**COM1 Outcomes 1-7):** The Expos Essay asks you to summarize a scholarly article, identifying main arguments and key information for a public audience. We call these pieces “Expos” (pronounced /ek' spōz/) because they are written in the tradition of expository writing, which provides readers with research ﬁndings in order to inform and educate. Expository writing is found in many academic contexts, including our student journal, *Inside English 1010*, and popular news publications that run feature stories on cutting edge scholarship for general audiences. (**1,000-1,200 words**)

**Midterm Portfolio:** Near the middle of the semester, you’ll submit *revised*, polished versions of 1) your Brief Rhetorical Analysis and 2) your Expos Essay, along with a cover letter narrating your revision choices. Revisions are mandatory and should take into account feedback given by your instructor to your previous drafts. (**1,750 < base text words plus info like Works Cited**)

**Researched Argument** **(COM1 Outcomes 1-6):** The Researched Argument begins with your own curiosities about an issue or a problem, proceeds through a research process, and results in you working to persuade your readers to consider your position on the issue or problem. Your instructor will help you identify appropriate issues and develop an academic research question, but in the end the focus will be up to you. What is important is that you invest in the issue you research, and that you allow your writing to be a genuine process of inquiry and learning. (**1,750-2,000 words**)

**Public Genre Assignment (COM1 Outcomes 1, 3, 5, 6, 7):**The last major project is a civic genre that has diﬀerent expectations compared to academic writing. Writing for a more general public audience includes thinking about the timeliness of your content and requires thinking about the style and tone of your writing, how you relate to your readers through your "voice." Public writing builds on what you learned in the previous assignments because it requires structure, connection to larger conversations (through expository writing and references), and a clear message/purpose. Your instructor will have more information, including a specific assignment prompt, for this project. (**750-1,000 words)**

**Final Portfolio:** At the end of the term, you’ll submit *revised*, polished versions of 1) your Researched Argument, 2) your Expos Essay, and 3) either your Brief Rhetorical Analysis or your Public Genre Assignment (written version only) in a final portfolio, along with a cover letter narrating your revision choices and growth as a writer over the term. Revisions are mandatory and should take into account feedback given by your instructor to your previous drafts. (**3,500< base text words plus info like Works Cited**)

Note that **all four major assignments—the Brief Rhetorical Analysis, Expos, the Researched Argument, and the PGA—are required to be submitted when those individual projects are due**and must be turned in **throughout the semester** as **drafts for instructor feedback**in order to be included in the final portfolio. In other words, you must submit all major assignments in order to pass the course. A student who skips a major assignment—such as the Public Genre Assignment, for example--will receive an F in the class regardless of final average.

**Major/Required Assignment Deadlines**

Word counts do not include supporting items such as cover letters.

|  |  |  |
| --- | --- | --- |
| Assignment | Minimum Length | Deadline |
| Brief Rhetorical Analysis  Expos Essay | 750+ words  1000+ words | Thursday, September 8  Sunday, October 2 |
| Midterm Portfolio | 1750+ words | Friday, October 7 |
| Researched Argument | 1750+ words | Sunday, November 6 |
| Public Genre Assignment (written) | 750+ words | Friday, November 18 |
| Final Portfolio | 2750+ words | Sunday, December 11 |

**Grading Scale**

This course does not offer extra credit.

|  |  |  |
| --- | --- | --- |
| Product | Elements | Weight |
| Midterm Portfolio | *Revised* RA + Expos + Cover Letter | 20% |
| Final Portfolio | *Revised*RA + *Revised* Expos + either R*evised* PGA or *Revised* Brief Rhetorical Analysis + Cover Letter | 60% |
| Participation | Various homework, drafts, class activities, peer reviews, etc. | 20% |

Note: Midterm and Final Portfolios are graded by a team of English 1010 instructors in order to ensure grading consistency across students and course sections.

*Final portfolios showing no effort at revision may be substantially penalized.*Final grades are based on percent of points earned: >90% = A, 80-89% = B, 79-70% = C, 69-60% = D, <60% = F.

The College of Arts and Sciences (A&S) has a clear and specific policy regarding grade appeals, found here: [www.uwyo.edu/as/student-appeals/index.html](http://www.uwyo.edu/as/student-appeals/index.html). Please review these carefully.

**Attendance Policy**

This class is designed to be interactive and to coach you through the iterative process of developing your writing. It matters that you come to every meeting on time and as well prepared as you can be. Excessive tardiness, early departure, lack of preparation, or lack of participation can result in you being marked absent. We understand that life happens, so your first weeks’ worth of absences are not penalized. These are your “wiggle room” in case of minor illness, family/friend emergency, car trouble, etc. Beyond that, however, grade penalties kick in:

**For a M/W/F Class For a T/Th Class**

First 3 absences are “free” First 2 absences are “free”

4+ absences reduce 3 *final*grade % pts each 3+ absences reduce 4.5 *final*grade % pts each

Note the deductions are to your *final course grade* (not “total points”) in the class. For example, say you earned a final course grade an 86.7%. However, you are in a M/W/F class and have six unexcused absences. Those excessive absences mean the final course grade will be lowered by 9 percentage points. To calculate: 6 total absences – 3 “free” = 3 penalties, and three penalties X 3 percentage points each = 9 point deduction. Therefore, the 3 extra absences lower your final course grade to a 77.7%.

All classes missed after the first week count toward absence limits. If you know you will be absent, speak to your instructor about it, and turn in work in advance. If you are participating in a university-led event (for example, as part of a sports team), make sure your coach has sent an official note excusing your absence. If you experience a crisis that prevents you from completing your work, speak to your instructor or ask an appropriate campus official to document your situation.

**Extra Credit and Late Work**

*This course does not offer extra credit.* Late assignments are not accepted without a university-approved absence or instructor extension. Your instructor may grant a small extension as long as you contact them *prior to the deadline*, communicate about the situation leading to needing the small extension, and *get the instructor’s approval* as well as a new deadline.

Final portfolios must be turned in on time. Check your final portfolio uploads carefully—if you upload the wrong files, you will not be able to change them once the final deadline passes.

**COVID-19 Policies**

During this pandemic, we must abide by all UW policies and public health rules put forward by the City of Laramie, the University of Wyoming and the State of Wyoming to promote the health and well-being of students. Updated information is provided under “Covid-19 Syllabus Addendum” in our WyoCourse space.

In the unexpected event that health guidelines change and necessitate instructional modification, specific instructions will be posted in the Announcements or via email. In such an event, please regularly check WyoCourses and email, as instruction will continue uninterrupted, and failing to keep up with course delivery modifications will not be an acceptable excuse for being absent or falling behind.

**Additional Policies**

If you end up not completing this semester of 1010 for any reason and need to re-enroll, please sign up with a different instructor next time around. This "fresh start policy" will help alleviate the feeling of repeating the same course and will give you the benefit of being taught by a teacher with additional advice and perspectives on writing.

Please turn to our textbook, *Writing @7200 Feet,*second edition, for additional classroom policies on pp. 11-16. While you’re there, please also read the Frequently Asked Questions about our portfolios and the grading process, on pp. 17-20.

The following policies are now included in our WyoCourse Spaces:

* Under **Classroom Climate & Conduct**, find policies on
  + Classroom Behavior
  + Statement on Diversity
  + Academic Dishonesty
  + Duty to Report
  + Substantive Changes to the Syllabus
* Under **Learning Tools,**find policies on
  + Disability Support
  + Student Resources
  + Campus Resources

While you will be shown the location of these policies during the first week of classes, it is your responsibility to read and understand them. If you have questions about the policies, please email the Director of First Year Writing, Michael Knievel ([mknievel@uwyo.edu](mailto:mknievel@uwyo.edu)), or the Associate Director, Ashley Burchett ([aburchet@uwyo.edu](mailto:aburchet@uwyo.edu)).

**University of Wyoming Land Acknowledgment**

We collectively acknowledge that the University of Wyoming occupies the ancestral and traditional lands of the Cheyenne, Arapaho, Crow, and Shoshone Indigenous peoples along with other Native tribes who call the Great Basin and Rocky Mountain region home. We recognize, support, and advocate alongside Indigenous individuals and communities who live here now, and with those forcibly removed from their Homelands.

If you would like to learn more about these folks, here are some links to get started:

* Northern Arapaho: <http://northernarapaho.com/wp/>
* Eastern Shoshone: <http://www.easternshoshone.org/>
* Tsétsėhéstȧhese/Cheyenne: <http://www.cheyennenation.com/>
* Apsaalooke/Crow: <https://www.ctlb.org/>

Learn more from UW's Native American Education, Research, and Cultural Center.

**Schedule Overview**

The instructor may make changes to the syllabus as the course proceeds. If necessary, these changes will be announced in class. Substantive changes made to the syllabus shall be communicated in writing to the students.

|  |  |  |
| --- | --- | --- |
| **Week #** | **Topics and Tasks** | **Notes & Major Deadlines** |
| 1/Aug 22 | Getting Started in 1010 |  |
| 2/Aug 29 | Rhetorical Analysis and Practice |  |
| 3/Sept 5 | Brief Rhetorical Analysis Review and Submission | No class on September 5 Brief Rhetorical Analysis rough draft due 9/7, **Brief Rhetorical Analysis due 9/8** |
| 4/Sept 12 | Reading Strategies, Summarizing |  |
| 5/Sept 19 | Expos Reading Guides and Proposal | Expos proposal due 9/20 |
| 6/Sept 26 | Expos Drafting and Development | Expos rough draft due 9/28 |
| 7/Oct 3 | Expos Development, Midterm Portfolio Revision | **Expos due 10/2; Midterm Portfolio due 10/7** |
| 8/Oct 10 | RA Structure and Evidence/Library Instruction | No class October 14 |
| 9/Oct 17 | RA Sourcing and Library Instruction | Brief Proposal/Outline due 10/21  Annotated Bib due 10/23 |
| 10/Oct 24 | RA Development and Paragraphing |  |
| 11/Oct 31 | RA Drafting and Reviewing | Rough drafts of RA for peer review 10/31, 11/2 **Researched Argument due 11/6** |
| 12/Nov 7 | PGA Introduction and Development |  |
| 13/Nov 14 | PGA Drafting, Reviewing, and Submitting | Full draft of PGA for peer review 11/16, **PGA (written/”script”) due Nov 18** |
| Nov 21 | Break | No class—Thanksgiving Break |
| 14/Nov 28 | PGA audio due, Portfolio Revisions | **Podcast/Audio due Nov 30** |
| 15/Dec 5 | Wrapping Up & Submitting Final Portfolio | **Final Portfolios due Dec 11** |
| **No final exam. Submitting the final portfolio marks the end of our course.**  **Don’t forget you have the choice to submit your work to *Inside English 1010*** (email to [uwyo.english1010@gmail.com](mailto:uwyo.english1010@gmail.com)) | | | |