

English 1110.01 – First-Year English Composition

Class meets: MWF 10:20 am – 11:15 am

Instructor: Anne Malcolm

Contact: malcolm.43@osu.edu

Office hours: MW 11:30 am – 1:00 pm

Office location: 547 Denney Hall

Course Description and Objectives

Course Theme: Representations of Science and Technology in Popular Media

Last year, pop-science icon Bill Nye made headlines for changing his mind about genetically modified foods. After visiting the controversial agribusiness Monsanto, the television host retracted his earlier statements about the risks of GMOs, and spoke passionately about their benefits for farmers. The media coverage of this event shows how representations of science may be shaped by various corporate, educational, and journalistic influences. In this course, we will explore the techniques used to portray science and technology in popular media, including film, journalism, and advertising. Advertising and news agencies frequently use statistics, catchphrases like “clinically tested,” and symbols such as white lab coats to appear more legitimate. Yet with many issues, including climate change, particle physics, and human nutrition, scientific findings may be reported in very different ways. In these cases, we will consider multiple narratives and the rhetorical ends each one serves. Throughout the term, you will be encouraged to bring your own interests into class discussions and assignments.

Goals and Objectives for the General Education Curriculum

Writing and Communication: Students are skilled in written communication and expression, reading, critical thinking, oral expression and visual expression.

Expected Learning Outcomes for Level One (1110):

1. Students communicate using the conventions of academic discourse.
2. Students can read critically and analytically.

In this first-year writing course, you will develop your capacity for academic analysis through an original research project. You will identify an area of interest within our course theme, **Representations of Science and Technology in Popular Media**, and you will find materials to analyze, develop research questions, explore secondary texts, and make claims connected to the evidence you have found. As many researchers do at this stage in their work, you will then reframe what you have discovered for a public audience. During the research process, you will also be preparing for the English 1110 Symposium by working on your own Symposium Presentation, a 5-minute presentation consisting of 15 images, each accompanied by 50-65 words of narration. The creation of your Symposium Presentation will provide significant opportunities for considering the nature of your research, the relationship between visual and written text, and issues of writing craft.

Required Materials

You will need to have access to all readings during each class, either in hard copy or digitally.

- Readings posted to Carmen site.
- Rosenwasser, David, and Jill Stephen. *Writing Analytically*. 7th ed. Boston: Cengage, 2015.

Course Requirements

Analytical Research Project: Analysis of Primary and Secondary Sources 50%

Skills: Identification of primary sources for analysis, accessing university library databases, application of analytical frameworks and rhetorical methods, analysis of primary and secondary sources, synthesis of multiple critical viewpoints into new interpretations, thesis development, style and grammar

Symposium Presentation 25%

Skills: Making appropriate rhetorical decisions to reframe the results of academic research for a new audience, understanding genre expectations, citation of digital and visual sources

Process Posts & Symposium Active Listening 15%

Skills: Preparatory writing and image collection, careful listening, responding to presentations orally and in writing

Participation 10%

Skills: Active participation in discussion, in-class writing, productive collaboration and peer review, respect for classmates, completing readings, punctuality, research conference, reading quizzes

Course Policies

Attendance is important to the success of this class and to your development as a writer. Each unexcused absence after **three** will therefore result in the lowering of your final mark by a **third of a grade** (eg. B+ to B). Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. It is your responsibility to contact your instructor as soon as possible if you miss class. **It is program policy that nine unexcused absences will automatically result in failure for the course.**

Lateness is disruptive to the classroom environment, and prevents you from fully assimilating the materials discussed in class. Excessive lateness will lower your participation grade.

Submission Policy: Student work should be turned in at the time indicated on the syllabus and in the format designated by the instructor. Late submission of an assignment will result in the deduction

of **two-thirds of a letter grade** for each day past the due date (eg. B+ to B-). The grade will not be affected when an assignment is late for reasons that would result in an excused absence.

Grade Scale: The First-Year Writing Program uses a four-point scale in line with the registrar's interpretation of letter grades on transcripts:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	E
Range	4.00- 3.85	3.84- 3.50	3.49- 3.15	3.14- 2.85	2.84- 2.50	2.49- 2.15	2.14- 1.85	1.84- 1.50	1.49- 1.15	1.14- 1.00	0.99- 0.00

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Faculty Rule 3335-5-487 states, "It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term 'academic misconduct' includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee." In addition, it is a violation of the student code of conduct to submit without the permission of the instructors work for one course that has also been submitted in fulfillment of the requirements of another course. For more information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/resources>).

Class Cancellation Policy: If class is cancelled due to an emergency, I will e-mail the class and request that a note be placed on the door. I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting.

Technology Policy: You are welcome, but not required, to use laptops and other electronics in class for work related to the course. Please ask me if you have questions about what constitutes an appropriate use of technology.

Resources

Edgar Singleton (singleton.1@osu.edu) is the **Director of First-Year Writing** at Ohio State.

The **Ombud of the Writing Programs**, Debra Lowry (lowry.40@osu.edu), mediates conflicts between instructors and students in Writing Programs courses. Conversations with the Ombud are confidential.

The **OSU Writing Center** is available to provide free, professional writing tutoring and consultation. You are encouraged to make use of its services, as writing tutors are well-acquainted with the requirements of First-Year Writing. To set up an appointment, visit <http://cstw.osu.edu/writingcenter>.

Students with documented disabilities who have registered with the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. SLDS is located in 150 Pomerene Hall, 1760 Neil Avenue; Tel.: 614-292-3307; VRS: 614-429- 1334; Email: slds@osu.edu; Web: hslds.osu.edu.

Daily Schedule

Date	Class Material	Reading Due	Writing Due
Week 1			
1/11	Introduction to English 1110 First-Day Writing		First-Day Writing due Tue. Jan. 12 in Carmen dropbox
1/13	Introduction to Analysis and the ARP	WA pp. 1-16: Analysis & Counterproductive Habits	
1/15	Science in the Media Introduction to Symposium	M. Lynas, "Even in 2015..."	
Week 2			
1/18	No Class – MLK Day		
1/20	Primary Source Analysis I	WA 16-26: Five Analytical Moves	
1/22	Primary Source Analysis II Introduction to the PSA	WA 26-36: Five Analytical Moves	Process Post 1 due
Week 3			
1/25	Choosing a Primary Source	Sample PSA	
1/27	Technology and Humanity I	N. Carr, "Is Google Making Us Stupid?"	
1/29	Sourcing and Citing Images Beginning the PSA	Sourcing and Citing Guide	Bring in two possible primary sources
Week 4			
2/1	What Is Rhetoric?	"On Rhetoric in English 1110"	Process Post 2 due
2/3	Scientific Authority and the History of Skepticism	R. Carson, excerpts from <i>Silent Spring</i> K. Dickerson, "Bill Nye..."	
2/5	Rhetorical Analysis of Secondary Sources	J. Gillis, "What Does Today Owe Tomorrow?" WA 53-61: Reading Sources	
Week 5			
2/8	Science on the Screen	C. Romm, "The Enduring Scariness..."	Primary Source Analysis due in Carmen dropbox
2/10	Peer review: PSAs Annotated Bibliographies	Browse sample secondary sources	

2/12	Navigating Library Resources	Library readings	
Week 6			
2/15	MLA Citation Style Integrating Quotations I	WA 196-8, 227: Integrating Quotations, MLA Style <i>They Say / I Say</i> 42-50	Process Post 3 due
2/17	Technology and Humanity II	J. Cascio, "Get Smarter"	
2/19	Guest lecture: Evidence and Claims	E. Day, "#BlackLivesMat- ter: The Birth of a New..."	
Week 7			
2/22	Evaluating and Comparing Secondary Sources I	WA 181-95: Conversing with Sources	
2/24	Evaluating and Comparing Secondary Sources II	S. Turkle, "The Flight From Conversation" A. Samuel, "Own It"	
2/26	Interpretation & Overcoming Biases	A. Martin, "The Web's 'Echo Chamber'..." Nordhaus & Shellenberger, "Global Warming Scare..."	Annotated Bibliography due
Week 8			
2/29	Proof-Reading Strategies Integrating Quotations II	WA 305-27: Nine Basic Writing Errors	
3/2	Climate Change in the Media	B. McKibben, "When Words Fail"	
3/4	Writing a Thesis Statement	"Writing a Thesis" WA 147-61: Finding and Evolving a Thesis (Optional)	
Week 9			
3/7	Making Your Thesis Com- pelling	WA 175-9: Improving Weak Thesis Statements	
3/9	Style and Revision Sign up for conference times	WA 293-8: Style & Mean- ing <i>They Say / I Say</i> 108-18	Secondary Source Integra- tion due
3/11	Working with Prezi Symposium Scripts	Prezi Template Guide	
Week 10			
3/14- 3/18	No Classes – Spring Break		

Week 11			
3/21	Intros and Conclusions	WA 234-43: Organization, Intros and Conclusions	Process Post 4 due
3/23	Pair work: Symposium Presentation Introductions	Introduction prompt and resources	Choose Symposium topic
3/25	Peer review: ARP drafts	“Peer Review for the ARP”	Bring in working ARP draft
Week 12			
3/28	Conferences (no class)		Symposium Script Draft due
3/30	Conferences (no class)		Symposium Introduction due
4/1	Conferences (no class)		
Week 13			
4/4	Preparing Your Symposium Presentation & Responses		Analytical Research Paper full draft due
4/6-4/8	Symposium		Presentations and active listening responses
Week 14			
4/11-4/15	Symposium		Presentations and active listening responses
Week 15			
4/18	Symposium		Presentations and active listening responses
4/20	The Future of Technology	K. Hill, “How an Internet...” A. Lafrance, “The Internet’s Dark Ages”	
4/22	Review of writing conventions; class will select topics.		
Week 16			
4/25	Course Summary Evaluations		
Final Analytical Research Paper due Wed. Apr. 27			