



# INDIANA UNIVERSITY

**IU English W131:** Reading, Writing, & Inquiry I – 3 credit hrs.  
Fall 2019 Syllabus  
Indiana University/Bishop Noll Institute  
Enrollment Cap per Section: 24  
Core Transfer Library Title: ENG Comp. I

Instructor: Ms. Samantha Chapleau  
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(219) 932-9058 Ext. 1205

## **Required Texts:**

*Writing Analytically*, 8<sup>th</sup> edition, Rosenwasser and Stephen (*WA*)

*Writing and Reading for ACP Composition*, 3<sup>rd</sup> edition, Farris (*WRAC*) -- To be provided by instructor.

## **Course Description:**

ENG W131: Reading, Writing, & Inquiry I is a one-semester Indiana University course that offers instruction and practice in the critical reading and writing skills required for college-level work, with an emphasis on written assignments that call for summary, critique, analysis, and arguments based on sources.

This is an Indiana University course. The purpose of this course is to prepare students for the rigor of writing throughout college. The focus is on scholarly investigation of sources, critical thinking and reading, learning how to recognize and utilize specific writing strategies, skills and fluency. Each unit will include preliminary work and assignments leading to a major essay to conclude. Points will be accumulated from homework, in-class assignments, participation, and final written assignments. Since much work and discussion will be carried on in class, impeccable attendance and assignment submission is imperative.

## **Course Learning Outcomes:**

Students proficient in English composition will demonstrate the ability to

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. engage in substantial revision of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. engage in inquiry-driven research, making use of appropriate data repositories and indexes, and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

### **Schedule of Assignments:**

*The dates listed below are when something is DUE (not assigned).*

*Schedule subject to change at the teacher's discretion.*

*Friday, Aug. 16: Quiz 1 on the Writing Analytically readings*

- “Counterproductive Habits of Mind” (Ch. 1, p. 10-16)
- “The Problem of 5-Paragraph Form/Rehabilitating 5-Paragraph Form” (Ch. 6, p. 168-171)
- “The Five Analytical Moves” (Ch. 1, p. 16-36)
- “Interpreting Writing Assignments” (Ch. 4, p. 98-102)

Students also will submit the double-entry journals for “Asch, “Opinions and Social Pressure” and Milgrim, “The Perils of Obedience,” and we will begin going over the syllabus and course expectations.

### **Unit 1: Obedience to Authority (3 weeks)**

**Course Intro** (*one week: Aug. 19-23*)

*WA Readings:*

- “Counterproductive Habits of Mind” (Ch. 1, p. 10-16)
- “The Problem of 5-Paragraph Form/Rehabilitating 5-Paragraph Form” (Ch. 6, p. 168-171)
- “The Five Analytical Moves” (Ch. 1, p. 16-36)
- “Interpreting Writing Assignments” (Ch. 4, p. 98-102)

*WRAC Readings:*

- Asch, “Opinions and Social Pressure”
- Milgrim, “The Perils of Obedience”

**Microtheme #1: Summary** (*two weeks: Aug. 26-Sept. 6*)

*WRAC Readings:*

- Zimbardo, “The Psychology of Evil: (TED Talk)
- Dalrymple, “Just Do What the Pilot Tells You”
- Ross and Nisbett, “The Power of Situation”
- Kelman, “The Policy Context of Torture: A Social-Psychological Analysis”
- Kelman and Hamilton, “The My Lai Massacre”

*WA Readings:*

- “Summary” (Ch. 4, p. 103-105)

*Writing Assignments & Due Dates:*

- Double-Entry Journals+Says/Does Outlines: Individual due dates throughout the week plus full collection Thurs., Sept. 5 (by class time)
- **Microtheme #1 (Summary):** Friday., Sept. 6 (Google Classroom + Turnitin, 11:59 p.m.)

## **Unit 2: The Cinderella Myth and Beyond (6 weeks)**

### **Microtheme #2: Summary & Critique (three weeks: Sept. 9-Sept. 27)**

#### *WRAC* Unit Readings:

- Tatar, “An Introduction to Fairy Tales”
- Thompson, “The Universality of the Folktale”
- Holmes, “A Girl, A Shoe, a Prince: The Endlessly Evolving Cinderella”
- Orenstein, “What’s Wrong With Cinderella”
- Feder, “Slamming the Door: An Analysis of Elsa”

#### *WA* Readings:

- “How to Write a Critique” (Ch. 2, p. 41-43)
- “Focus on Individual Sentences” (Ch.2, 43-53)
- “Situate the Reading Rhetorically” (Ch. 2, 53-56)
- “Focus on the Structure of Thinking and Reading” (Ch. 2, p. 56-63)
- “Implications Versus Hidden Meaning (Ch. 3, 78-89)
- “Finding and Evolving a Thesis (Ch. 7, p. 178-187)

#### Writing Assignments & Due Dates:

- **Quiz 2** (*WA* Readings): Friday, Sept. 20
- Double-Entry Journal: Individual due dates throughout the week plus full collection Thurs., Sept. 26 (class time)
- **Microtheme #2 (Summary and Critique)**: Friday, Sept. 27 (Google Classroom + Turnitin, 11:59 p.m.)

### **Major Paper: Comparative Critique (three weeks: Sept. 30-Oct. 11)**

#### *WRAC* Readings:

- Orenstein, “What’s Wrong With Cinderella” (review)
- McBride, “Study Finds Disney Princess Culture Magnifies Stereotypes In Young Girls”
- Kolbenschlag, “A Feminist View of Cinderella”
- Yolen, ““America’s Cinderella””

#### *WA* Readings:

- “Six Strategies for Analyzing Sources” (Ch. 8, p. 219-230)
- “Introductions and Conclusions Across the Curriculum” (Ch. 10, p. 273-281)
- “Linking Evidence and Claims” (Ch. 6, p. 148-155)
- “Doing 1 on 10” (Ch. 6, p. 162-168)
- “Comparison/Contrast” (Ch. 4, p. 108-111)

Writing Assignments & Due Dates:

- **Major Paper #1 (Comparative Critique) Rough Draft:** Friday, Oct. 11 (by class -- Google Classroom)
- **Major Paper #1 (Comparative Critique) Final Draft:** Friday, Oct. 25 (Google Classroom + Turnitin, 11:59 p.m.) -- Note this is Fall Break. If you do not want to have to worry about it, finish the paper early.

### **Unit 3: Film and Visual Media (6 weeks)**

**Microtheme #3: Source as a Lens** (*two weeks: Oct. 15-Nov. 1*)

WRAC Unit Readings & film:

- Barthes, “The Photographic Message”
- Pearl, “Roland Barthes and the Opposite of Photogenic: Photography’s Uncomfortable Intimacy”
- Bordwell, “Studying Cinema”
- Steinem, “Wonder Woman”
- *Black Panther* (entire film) -- 2 hrs., 15 min.
- *Wonder Woman* (clips only)

WA Readings:

- “Applying a Reading as a Lens” (Ch. 2, p. 63-68)
- “Implications vs. Hidden Meanings” (Ch. 3, p. 78-82)
- “Seems to Be About X, But Could Also Be About Y” (Ch. 3, p. 82-84)
- “Making an Interpretation” (Ch. 3, p. 84-89)
- “Recognizing and Fixing Weak Thesis Statements” (Ch. 7, p. 207-212)

Writing Assignments & Due Dates:

- Double-Entry Journal: Individual due dates throughout the week plus full collection Wed., Oct. 23 (tbd)
- **Microtheme #3 (Source as a Lens):** Friday, Nov. 1 (Google Classroom + Turnitin, 11:59 p.m.)

**Major Paper: Comparative Analysis** (*three weeks: Nov. 4-Nov. 22*)

WRAC Readings & film:

- Johnson, “*Black Panther* Is a Gorgeous, Groundbreaking Celebration of Black Culture”
- Nama, “Color Them Black”
- Smith, “The Revolutionary Power of *Black Panther*”
- *Black Panther* (entire film)

WA Readings:

- “Seems to Be About X, But Could Also Be About Y” (Ch. 3, p. 82-84)
- “Making an Interpretation” (Ch. 3, p. 84-89)
- “Recognizing and Fixing Weak Thesis Statements” (Ch. 7, p. 207-212)

Writing Assignments & Due Dates:

- **Quiz 3** (*WA Readings*): Friday, Nov. 8
- Double-Entry Journal: Individual due dates throughout the week plus full collection Tues., Nov. 19
- **Major Paper #2 (Comparative Analysis) Rough Draft**: Friday, Nov. 15 (by class -- Google Classroom)
- **Major Paper #2 (Comparative Analysis) Final Draft**: Friday, Nov. 29 (Google Classroom + Turnitin, 11:59 p.m.) -- Note this is Thanksgiving Break. If you do not want to have to worry about it, finish the paper early.

**Major Paper: Research-based Analysis** (*three+ weeks - due during finals week: Nov. 18-Dec. 20*)

Review *WA Readings*:

- “Reasoning from Evidence to Claims” (Ch. 6)
- “Finding and Evolving a Thesis” (Ch. 7)
- “Six Strategies for Analyzing Sources” (Ch. 8)
- “Finding, Evaluating, and Citing Sources” (Ch. 9)

Writing Assignments & Due Dates:

- **Microtheme #4 (Writing Plan)**: Friday, Dec. 6
- **Final Exam (Writing Plan) Presentations**: Mon. Dec 9-Friday., Dec. 13
- **Major Paper #3 (Research-based Analysis) Final Draft**: Friday, Dec. 20 (Google Classroom + Turnitin, 11:59 p.m.)

## **Course Policies: Student Outcomes & Classroom Conduct**

### **Grading Breakdown:**

THESE ARE THE ONLY GRADED ASSIGNMENTS FOR THE COURSE!!!

First Quarter is light on grades (see calendar above).

Micro#1 Summary Paper 50 pts.  
Micro#2 Summary & Critique Essay 50 pts.  
Comparative Critique Essay 150 pts.  
Micro#3: Source as a Lens 50 pts.  
Comparative Analysis Essay 250 pts.  
Micro#4: Writing Plan 50 pts.  
Research-based Analysis Essay 300 pts.  
Double-Entry Journals 50 pts. total  
Homework/Exercises/Quizzes 25 pts.  
Final Exam Presentation 25 points

Total 1000 points possible:

#### IU Grading Scale

A+: 98-100% C+: 77-79.9%

A: 93-97.9% C: 73-76.9%

A-: 90-92.9% C-: 70-72.9%

B+: 87-89.9% D+: 67-69.9%

B: 83-86.9% D: 63-66.9%

B-: 80-82.9% D-: 60-62.9%

Note: IU utilizes +/- as well as a straight tally of points when computing grades. This means that the grade reflected on your IU transcript might be different than your Bishop Noll grade.

### **Attendance Policy:**

Much of the work required for this course will consist of talking with others in class about the assigned reading and writing. Therefore, you should avoid missing class for any reason, as you cannot simply “make up” classroom discussions which are missed.

Students will be held responsible for any physical assignments missed, and missing class is no excuse for not submitting an assignment. *Assignments (microthemes, major papers, and double-entry journals) submitted late will be penalized (see Late Policy).*

Students' final grades will suffer from missing an excessive number of classes. As per the practice of the Indiana University English Dept./Composition Program, *the student's final grade in the course will be lowered by one-third of a letter grade (from a B- to a C+, for example) for each absence the student accumulates after the third, except under very special circumstances.* Requests for the waiver of this penalty must be made before or immediately after the absence for which you seek to be excused. School-sponsored absences such as retreats, athletic or choir/band trips, and field trips will NOT count as part of the three-absence total.

Come to class on time, always bring any text that is to be discussed, and always have the reading and writing assignments for the day completed. *I reserve the right to lower grades for lack of preparation or participation (drafts, Writing Center).*

#### **Late Policy:**

This course will require a considerable amount of reading and writing outside of class, so students should budget time accordingly. As previously stated, students will be held responsible for any physical assignments missed, and missing class is no excuse for not submitting an assignment. *Assignments (microthemes, major papers, and exercises) submitted late will be penalized -- dropped by one-third of a letter grade for each day they are late (so a B- would become a C+).*

Quizzes may be made up penalty-free so long as they are made up within one week (5 class days). After that, the one-third deduction per day the quiz is not made up will apply.

#### **Required Writing:**

All writing including major papers and microthemes must be submitted by their due dates to Google Classroom and Turnitin. Papers not submitted both places by their due dates and times will be considered late.

Revising papers is important in this course. I will not grade the final version of a major paper until I see a complete first draft AND you have been to the Writing Center.

#### **Important Deadlines:**

**Registration Begins: 9/16/19**

**Registration ends: 9/27/19**

**Drop by Date: 9/27/19**

**Withdrawal by Date: 12/06/19 or two weeks prior to final  
(must be passing)**

### **Academic Dishonesty & IU Plagiarism Policy:**

The *Indiana University Code of Student Rights, Responsibilities, and Conduct* describes types of misconduct for which students may be penalized, including cheating, fabrication, plagiarism and interference with other students' work, as well as actions which endanger the University and the University community and possession of firearms. The Code also indicates the procedures to be followed in these cases. **All students are required to adhere to the responsibilities outlined in the Code.** <http://www.iu.edu/~code/>

**Academic dishonesty can result in a grade of F for the class** (an F for academic dishonesty cannot be removed from the transcript). **Significant violations of the Code can result in expulsion from the University.**

Plagiarism is using another person's words, ideas, artistic creations, or other intellectual property without giving proper credit. According to the Code of Student Rights, Responsibilities, and Conduct, a student must give credit to the work of another person when he does any of the following:

- Quotes another person's actual words, either oral or written;
- Paraphrases another person's words, either oral or written;
- Uses another person's idea, opinion, or theory; or
- Borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Use the following links for more information:

<http://www.iu.edu/~code/code/responsibilities/academic/index.shtml>

<http://www.indiana.edu/~wts/pamphlets/plagiarism.pdf>

### **Per IU Policy:**

**Academic integrity is a matter that is taken very seriously at Indiana University. The University expects students to uphold and follow the *Code of Student Rights, Responsibilities, and Conduct (Code)* (Available online at: <http://www.iu.edu/~code/>). Cheating, plagiarism, or other violations of the Code may result in a lower or failing grade on the assignment on which academic misconduct occurred or a lower or failing grade in the course. All cases of academic misconduct will be reported to the Dean of Students.**

Faculty are required to investigate and then report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, see the *Code of Student Rights, Responsibilities, and Conduct*, especially Part II, Sections G, H, and I, and Part III. Copies of the code can be obtained from the Dean of Students. The code is also accessible at (<http://www.iu.edu/~code/>).

(*University Faculty Council, April 24, 1990; April 13, 1993; May 12, 1993; October 8, 1996; April 12, 2005; Board of Trustees, May 4, 1990; December 4, 1992; June 5, 1993; December 13, 1996; June 24, 2005*)

### **Dual Credit Policy Statement:**

The rigor of this course will be periodically reviewed by Indiana University faculty in an effort to maintain the high quality of education that each student receives. Due to the unique format of this course, students must decide during the IU enrollment period whether they wish to receive dual credit (high school and IU credit) or only high school credit. Students who choose to take the course only for high school credit and receive a passing grade may **not** register at a later date or repeat the course (while in high school) for college credit.

## **Additional W131 (ACP Composition) Information**

*A digital copy of the syllabus and class policies/procedures can be found online on the Google Classroom page.*

### **Indiana University -- Bloomington (IUB) Policies & Processes**

#### **Registration:**

- Registration runs from 9/16/19 through 9/27/19. Students can register/drop an ACP course during that period with no penalty, no tuition charged and no grade assigned.
- A student can withdraw from 9/28/19 through 12/06/19 or 2 weeks before the final for semester only classes. When a student withdraws, they still owe the tuition (if applicable) and will have a “W” recorded on their IU transcript. The W does not impact their college GPA.

**Curriculum:** IU English courses offered through ACP have a set curriculum to align with on-campus instruction. Likewise, the Course Structure and Learning Outcomes as documented on the syllabus are fixed in conjunction with IU curriculum requirements. IU ENG courses offered off-campus through ACP must be offered as a match for on-campus and not be altered and/or blended with any other course curriculum.

**Rough Drafts:** In college, points are not earned for simply completing rough drafts, as drafting is part of the writing process which leads to a grade for a major paper. Students will be required to submit complete rough drafts as well as visit the Writing Center once per major paper before the teacher will grade the final paper.

Likewise, college courses do not award “bonus” and/or “extra points.” Points earned on final assignments submitted for a grade total the course grade earned.

**Plagiarism:** The IU Plagiarism Code of Conduct is included on the distributed syllabus, and students and teachers must adhere to such guidelines. If the teacher suspects a student who is enrolled for credit in an IU course through ACP has committed an act of plagiarism on **any assignment for a grade**, disciplinary steps must be taken BOTH with Bishop Noll Institute as well as Indiana University.

**Auxiliary Aids & Services Available:** In accordance with the information provided by the Director of Disability Services at IUB, Shirley Stumpner, 504 and/or IEP, etc. accommodations plans - which are legally binding for an institution of secondary education (high school) - do not necessarily have an impact on the course expectations and/or policies put in place for an IU course (including ACP courses). While IU faculty are asked upon proper documentation and evaluation beyond to provide certain auxiliary aids and/or services to accommodate for in-class assignments only (including extra time on tests, quiet space for exams, font size changes on handouts, need for a note-taker, etc.), instructors do not provide auxiliary aids and/or services for assignments and tasks outside of the classroom, and students are held to the same policies and procedures as his/her peers.

- **What's Not Available:** According to Disability Services, extended time can be permitted on in-class assignments only. If a student has out-of-class work (take home test, homework readings, drafting rough and final papers, group projects and/or other outside work that must be done for or in preparation of class) there is no extension on such assignments provided due dates are set in advance, as the student must be held to the same accountability/standards/due dates as his/her peers.

**Prerequisite:** Students who successfully complete IU ENGW-131 (Reading, Writing, and Inquiry 1) with a C (not a C-) or higher meet the prerequisite for enrollment in IU ENGL-202 (Literary Interpretation -- the second semester course), as completion of IU's English Composition requirement is required for enrollment.

If a student has not completed IU ENGW-131 but has met one of the following criteria, and such is verified by the high school counselor, then they are able to enroll in IU ENGL-202 for credit. If a student has achieved one of the following test scores, he/she/they have fulfilled the English composition requirement and will be exempted from it:

- August 1, 2017, and after: SAT EBRW score of 710 or higher;
- ACT English score of 32 or higher; or
- AP Program English: Composition and Literature score of 4 or 5; or
- AP Program English: Language and Composition score of 4 or 5.

**Parent Contacts and Student Confidentiality:** As students are enrolled in a university course, for confidentiality reasons and per IU policy, they are considered adults (even if they are 17 years in age) for the dual credit course. Therefore, **the instructor CANNOT discuss grades with parents** (though they will be visible as Bishop Noll grades via Renweb). Therefore, parents are asked to encourage students to speak with the teacher directly in cases of academic difficulty. In extreme cases, in-person conferences with parents can be arranged so long as the student enrolled in the IU course is present in the room for the meeting.

## Ms. Chapleau's Technology Policy

Bishop Noll Institute incorporates a 1 to 1 iPad experience in the classroom. The iPad is a tool used in the classroom to increase collaboration and drive 21st century learning. While in Chapleau's classroom, students will be instructed when it is appropriate to have their iPads open and active. If they are caught on their iPads when it is not appropriate, their iPad privileges will be stripped away for a period of time defined by Ms. Chapleau. Below is also a list of prohibited activities also incorporated into this policy:

- Airplay at inappropriate times or bumping other individuals off Apple TV.
- Airdropping documents when it is not appropriate or instructed by the teacher.
- Using iMessage or other messaging apps
- Using social media
- Taking photos, videos, or audio recordings of the teacher or other students without permission.
- Being off in-class tasks or responsibilities
- Any other technological activity deemed inappropriate by Ms. Chapleau

Student iPad activity will be monitored by Apple Classroom. If at any time Ms. Chapleau cannot view/access a student's screen, the student will receive a detention and lose iPad privileges for a period of time defined by Ms. Chapleau. **Remember, the iPads are property of Bishop Noll Institute. Therefore, teachers may search the devices at any time.**

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Parent(s) or Guardian(s): Please sign and return this bottom portion of the ACP Syllabus, Additional Information, and Policies/Procedures by **Friday, August 23**, so I know you've had a chance to look over the course description and guidelines. I am looking forward to a positive year for your child.

Student Name (printed): \_\_\_\_\_

**Students: I have read the syllabus, additional course information, classroom policies, and procedures and understand them. I will honor the rules while in class.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Name (printed): \_\_\_\_\_

**Parents: My student has discussed the syllabus, additional course information, classroom policies, and procedures with me. I understand these items and will support them.**

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Preferred Emergency Contact** (check preferred method but please provide both)

\_\_\_\_\_ Email \_\_\_\_\_

\_\_\_\_\_ Phone Number \_\_\_\_\_

Does your child have any **allergies or medical conditions** I should be aware of? If so, please list: