

ENGL 110.02 – Academic Writing
Spring 2024, Hendrix College

Dr. Alex Vernon
office hours: MWF 11:00-12:00; TTh 230-330
I do not hang out on MS Teams...

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Trust the tale and start with what you have...
The problem is, first, to know when you are not writing well and,
then, to be able to fix it. It's craftsman-like problems... The
revision for me is the exciting part; it's the part that I can't wait
for—getting the whole dumb thing done so that I can do the real
work, which is making it better and better and better.

Toni Morrison (1980 interview)
author of *Beloved* & Nobel Prize winner

If you want to be a writer, you've got to learn to be an
eagle soaring up above and a mule who keeps climbing
and climbing and climbing.

Tim O'Brien (1989 interview)
author of *The Things They Carried*

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1	Wed, 17 Jan	Snow Day	
2	Fri, 19 Jan	<ul style="list-style-type: none"> ➤ Course Introduction ➤ Background email due via email by 9:00 	
3	Mon, 22 Jan	<ul style="list-style-type: none"> ➤ WE #1 due on Teams by 9:00 ➤ bring <i>Dear Mr. You</i> 	<i>Only read listed essays!</i> Schedule individual conference: <ul style="list-style-type: none"> ➤ WEs and readings far ➤ 2-3 personal learning goals
4	Wed, 24 Jan	<i>Dear Mr. You: Daddy, Yaqui Indian Boy, Risk Taker, Movement Teacher, Blue</i>	
5	Fri, 26 Jan	<i>Dear: Abraham, Man Out of Time, Father Bob, Miss Girl, Big Feet, Mentor, Poetry Man</i>	
6	Mon, 29 Jan	➤ WE #2 due on Teams by 9:00	
7	Wed, 31 Jan	<i>Dear: Rafiki Yangu, Firefighter, NASA, Cabdriver, Orderly, Uncle, Lifeline</i>	
8	Fri, 02 Feb	<i>Dear: Neighbor, Doctor, Future Man, Oyster Picker</i>	
9	Mon, 05 Feb	<ul style="list-style-type: none"> ➤ WE #3 due on Teams by 9:00 ➤ In class: Essay One prewriting; author visit prep 	
10	Wed, 07 Feb	No class: writing/conference day	
11	Fri, 09 Feb	<ul style="list-style-type: none"> ➤ 1st draft due on Teams by 9:00 ➤ conversation with author Mary-Louise Parker 	
	Sun, 11 Feb	2 nd draft due by noon in Teams group folder	
12	Mon, 12 Feb	Group A Workshop	
13	Wed, 15 Feb	Group B Workshop	
14	Fri, 16 Feb	Group C Workshop	
	Mon, 19 Feb	<ul style="list-style-type: none"> ➤ campus-wide no class ➤ Essay One due on Teams by 4:00 	
15	Wed, 21 Feb	Reading: <i>Friday Black</i>	
16	Fri, 23 Feb	Reading: <i>Friday Black</i>	
17	Mon, 26 Feb	WE #4 due on Teams by 9:00	
18	Wed, 28 Feb	Reading: <i>Friday Black</i>	
19	Fri, 01 Mar	Reading: <i>Friday Black</i>	
20	Mon, 04 Mar	<ul style="list-style-type: none"> ➤ WE #5 due on Teams by 9:00 ➤ In class; Essay Two prewriting 	
21	Wed, 06 Mar	No class: writing/conference day	
	Thu, 07 Mar	Essay Two draft due by noon in Teams group folder	
22	Fri, 08 Mar	Group B Workshop.	

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22	Mon, 11 Mar	Group C Workshop
23	Wed, 13 Mar	Group A Workshop
24	Fri, 15 Mar	No class: Essay Two due on Teams by 11:00 (av away)
18 – 22 Mar		Spring Break
25	Mon, 25 Mar	No class: reading/writing day
26	Wed, 27 Mar	Reading: <i>The Illumination</i>
27	Fri, 29 Mar	Reading: <i>The Illumination</i>
28	Mon, 1 Apr	WE #6 due in Teams by 9:00
29	Wed, 3 Apr	Reading: <i>The Illumination</i>
30	Fri, 5 Apr	Reading: <i>The Illumination</i>
Mon, 8 Apr		TOTAL ECLIPSE No Class
32	Wed, 10 Apr	➤ WE #7 due on Teams by 9:00 ➤ In class: Essay Three prewriting; author visit prep
33	Fri, 12 Apr	No class: writing/conference day
34	Mon, 15 Apr	Conversation with author Kevin Brockmeier
	Tue, 16 Apr	Essay Three draft due by noon in Teams group folder
35	Wed, 17 Apr	Group C Workshop
36	Fri, 19 Apr	Group A Workshop
37	Mon, 22 Apr	Group B Workshop
38	Wed, 24 Apr	➤ Essay Three due on Teams by 9:00 ➤ In class: final reflections
39	Fri, 26 Apr	No class: writing day & optional portfolio conferences
	Mon, 29 Apr	Reading Day
	Thurs, 2 May	11:30 portfolio due

Course Description

This course has one simple objective: to make us better writers. Toward that end, you will write and submit three final essays, and do a good deal of preliminary work and revision along the way. The course is designed to benefit people with different levels of preparedness and experience. As with any skills-based activity, such as music and athletics, improvement takes practice, drills, muscle memory, practice, coaching, and more practice. We spend far more time practicing our instruments and our sport than we do performing. Writing is no different.

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A Writing Level 1 (W1) course, ENGL 110 has the following learning goals:

- 1) To draw on, engage, and cite the ideas of source texts to lend clarity, insight, and rhetorical force to one's own writing.
- 2) To generate insight; to convey significant ideas in writing.
- 3) To write with organizational purpose, reflecting a coherent and meaningful order, both at the paragraph level and in the essay as a whole.
- 4) To write effective prose in keeping with standard English patterns of grammar, usage, punctuation, sentence structure, and style.
- 5) To develop an understanding of how a process of preliminary writings, drafting, and revision can improve an essay's ideas and shape as well as the writer's control over written language and prose style.

Course Requirements

- ✎ Course Engagement (10 pts): Based upon attendance and demonstration of preparedness and engagement.

- ✎ Writing Tasks 20 pts (divided for midterm grades): Throughout the course, you will submit different kinds of assignments: short Writing Exercises (WEs) in preparation for formal essays; essay drafts; and peer letters about essay drafts. These are "graded" on a √ system based upon completion and good-faith effort. In short: Do the work and max the points. The end-of-semester course evaluation counts as one of these tasks.

- ✎ Three Essays (15 points each): Each essay will be 1500-1800 words long (5-6 double-spaced pages). Prompts, expectations, and grading rubrics will be given in class.

- ✎ Final Portfolio (25 points): There are two components to the portfolio:
 - ◇ A revised and improved version of one of the three essays.
 - ◇ A short "Dear Writing Professor" essay, modeled on Parker's *Dear Mr. You* essays, in which you reflect on your learning in the course (900-1500 words; 3-5 double-space pages), graded less on content than on craft. Prompt will be given in class.

- ✎ Write Your Joy option (5 points extra credit): Turn your "Obsession" WE into an essay (1200-1500 words). Due between Essay Two submission (March 15) and Friday, 19 April 19.

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AI-Assisted Writing

On the one hand, I discourage its use. I don't believe it can produce the kind of original work I'm asking you to achieve; I don't believe it can think the way your unique mind thinks or capture your voice. Our goal is to foster your creative critical abilities and your craft talents. We are creating knowledge based on personal encounters with texts; we are not repackaging information. On the other hand, AI is upon us, and might prove a useful learning tool. I look forward to talking with you about it.

If you choose to use AI, you must adhere to academic standards for attribution, validation, and transparency. This means that you must (1) fully document all material that you did not generate [using MLA guidelines](#); (2) check information generated by AI and take full responsibility for its accuracy; (3) identify where and how you used any AI tools; and (4) **reflect in writing** on (a) how it contributed to your work, and (b) how it has made you more attentive writer. You will thus need to append a page or two of additional work. The key word here is "reflect."

Assessment of your work might include how you improve on and surpass the initial contributions of the AI.

We've been living with lower-level AI-assisted writing for many years now in the form of grammar checkers and style support. These tools are not perfect, but they are very good and getting better. This course requires AI-assisted writing in one concrete way:

Anything submitted with word processor
under-squiggles for errors will not be
accepted until you revise those squiggles
away. That's just careless.

Attending to the software's suggestions makes us more aware of our writing and of the rules, and so should make us better writers in the long run.

Written work will be submitted through Teams in MS Word; hard copies will sometimes be required for class. MLA-style for margins, citations, etc.

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Other Policies

- ✗ All members of this community are expected to contribute to a respectful and welcoming environment. If you believe you have been the subject of discrimination, contact the Dean of Students Office (Mike Leblanc, leblanc@hendrix.edu 501-450-1222 or the Title IX (Dr. Jennifer Fulbright, SLTC #150, Fulbright@hendrix.edu, 501-505-2901). If you have ideas for improving the classroom experience, talk with me. See the [Hendrix non-discrimination policies](#).
- ✗ **Electronic devices:** E-readers for course material are permitted, except for cell phones. A few cautions: (1) Do not use e-readers for convenience at the expense of active reading. You are still expected to take notes, highlight passages, add comments, etc. (2) Laptops/tablets can be used in class as e-readers. Do not abuse this privilege. Keep in mind: You owe yourselves time away from a screen, and nothing is better for active reading than underlining and annotating paper copies, and taking notes by hand.
- ✗ The **syllabus** is subject to revision as the course progresses. **Always use the current Teams one.**
- ✗ **Disabilities:** Hendrix College accommodates students with disabilities, pursuant to federal and state law. Students should contact Julie Brown in the Office of Academic Success (505.2954; brownj@hendrix.edu) to begin the accommodation process. Any student seeking accommodation in relation to a recognized disability should inform the instructor as soon as possible.
- ✗ **Your Well-Being:** Many students face mental and/or physical health challenges. If your health status will impact attendance or assignments, please communicate with me as soon as possible. If you would like to implement academic accommodations, contact Julie Brown in the office of Academic Success (brownj@hendrix.edu). To maintain optimal health, utilize campus resources like Hendrix Medical Clinic or Counseling Services (501.450.1448). Your health and wellbeing are important. **Eat well, get sleep, and exercise!**
- ✗ **Email:** Email will be used to contact the entire class for communicating changes to the syllabus and other matters. Check your Hendrix account daily.
- ✗ **Academic Integrity:** High standards of honesty and fairness in academic pursuits are central to intellectual inquiry, character development, and community integrity. Familiarize yourself with the [statement of Academic Integrity](#). Frequently, errors in documentation and attribution are not deliberate attempts to pass off another's ideas and words as one's own, but rather misunderstandings of how to give that other person sufficient credit. Consult with me on potential confusion so we can avoid problems.
- ✗ **Late work:** Tasks will get a √ - if done prior to its formal essay, but it is better to do them than not. Essays will lose points. If you have extenuating circumstances, you must consult me at least one week prior to the due date (except in the case of actual emergencies, of course).