



College Writing I - Fall 2009

“Space Exploration and Your Future”

11011-050
TR 2:15-3:30PM
213 SFH

Instructor:
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Introduction

"Space, the final frontier." So began the original Star Trek series in 1966, over forty years ago. This opening message encapsulated the American imagination of frontier exploration and the explosive potential of the accelerating Space Race between the United States and the defunct Soviet Union.

Today, space exploration hasn't yet achieved the levels imagined by visionaries at the forefront of our adventure into space, but we have achieved a great deal in terms of pushing the boundaries of technology and expanding our knowledge of the universe.

In this class, we will develop your writing skills in preparation for your future journeys at Kent State and beyond. We will adopt the theme of "Space Exploration and Your Future" as the unifying thread by which we work cooperatively toward further developing your skills as writers. Additionally, I hope that the materials we discuss in class will increase and excite your curiosity about the cosmos and your prestigious position within the universe as a self-aware and inquisitive being.

I won't lie to you about the level of commitment that this course will require of you. If you want to do well in this class as well as your future classes and career that this class prepares you for, then I hope you will step up to the challenge and boldly go into the new frontier that you have chosen for yourself. Furthermore, I know you cannot do this alone, so your classmates and I will be there every step of the way. And, my primary hope is that you will find yourself a more capable student with a greater skill set at the end than you were at the beginning.

Required Texts

Clarke, Arthur C. 2001: *A Space Odyssey*. New York: Roc, 2000.

Robinson, Kim Stanley. *Red Mars*. New York: Bantam, 1993.

Writing Program, Kent State University. *A Guide to College Writing I & II, 2009-2010*.
Plymouth, MI: Hayden-McNeil, 2010.

Wysocki, Anne Frances, and Dennis A. Lynch. *The DK Handbook*. New York: Pearson
Longman, 2009.

Required Class Materials

Notebook and pen for notes and occasional quizzes.

Assignments and Grades

Writing and Reading Expectations

It has been shown that the more a person writes, the better she or he will become at writing. It is with this in mind that you will be doing a great deal of writing this semester. However, I have designed the course such that a great deal of your writing will be done in class, but you should also expect to write outside of class on your major essays and other assignments.

An important aspect of your development as a writer has to do with your intended audience. A sense of audience will always allow you to produce targeted writing that connects with the reader that you have in mind. I encourage you to keep your journals casual, and I will guide you about audience on many of your other assignments. With that being said, the goal of this course is to prepare you for a lifetime of writing which will continue through your years at Kent State and beyond in your career. Thus, the primary emphasis will be on professionalism, argumentation, and clarity of thought. You will be quite on target to realize that this isn't much different than any other writing you do--whether it is SMS or Facebook. However, there are issues of voice and presentation that we will develop over the course of the semester.

In addition to writing, you will also have a substantial amount of reading to do for this class, which augments the writing assignments throughout the semester. It is up to each student to maintain the reading schedule, because class assignments and quizzes are intimately tied to the reading. You may ask yourself: why all of this reading in a writing course? I believe that writing is something that is demonstrated or modeled, so if you are exposed to successful writing then you may further develop your writing based on the models that I have selected for our class. Another aspect of reading is that it can be fun, and I have specifically selected works that are interesting and enjoyable to read.

Quizzes

Expect quizzes randomly during the semester on films and assigned readings. These will figure into your participation grade.

Daily Writing and Journals

When you come into class, please turn on the laptop at your desk (or your own laptop if you bring it), and login to vista8.kent.edu. On our class page, I will have a prompt for you to respond to in the first 10-15 minutes of class. This is an informal assignment that helps us generate ideas for discussion, and it figures into your participation grade.

Each Thursday, you are to write at least a 500 word entry in your journal on Vista8. Use your journal writing as a way to reflect on your writing in and outside our class. Are you doing writing in your other classes? What kinds of writing do you do outside of class (e.g., SMS, Facebook, blogging, etc.)? Also, feel free to reflect on other aspects of your personal life and school life as a record for the final essay assignment in our class, which is a reflection on your entire semester (I will talk more about this later).

Major Essays and Final Portfolio

The central requirement of our course is that each student produces 5000 words (approximately 20 pages) of graded writing. I have broken this work into five 1000 word essay assignments, which are distributed throughout the semester. We will use Vista8 as a way to simplify distributing essays for peer review and collecting drafts, which I provide feedback on.

At the end of the semester, each student will assemble their five essay assignments into one Microsoft Word document and send that to me via Vista8. Before turning in this final portfolio, each student will have ample opportunity to revise her or his work with the help of classmates, meeting with me, or visiting the Kent State Writing Commons on the fourth floor of the library. The final portfolio is very, very important, because your grade depends on your demonstrating your writing ability and improvement in this aggregation of your work that has developed through the writing process. I will talk more about the final portfolio later in the semester.

Grades

Participation	40%
Journals	10%
Portfolio	50%

Classroom Policies

Attendance

I am more concerned about each student's participation by showing up to class, working on assignments, and contributing to classroom and peer group discussion than I am concerned about marking down the fact that you are contributing a warm body to the classroom. As you can see above, participation accounts for 40% of your grade and our class meets in one way or another 29 times this semester. This means that about 1.4% of your grade depends on your actively being in class each time we meet. This also means that each time that you do not come to class or actively participate your grade automatically drops 1.4%. I believe that you can see

that it wouldn't take too many absences to substantially drop your grade. Furthermore, the more you miss class or don't participate, the more likely it is that your work will suffer. It is evident that the best use of your time is to regularly attend class and actively participate. If you do that, then I will give you 110% of my effort to make sure that each of you do well in my class. I'm not a teacher for the purposes of giving bad grades to unsuspecting students, but I do want to impress upon each of you how there are responsibilities for teachers and students. I have instituted this participation policy to remind students of their duty, and I can only ask that you regularly approach me with your questions, suggestions, and ideas in order to remind me of my respective duties.

I hope that you have all heard about the possible effects of the impending Swine Flu epidemic on the Kent State campus. This has also figured into my shift in attendance policy and classroom organization. In the event that you become sick with the flu, I do not want to see you dragging yourself to class. Instead, stay at home, take meds, get plenty of fluids, and if it gets serious, call the health center or 911. It is better for everyone involved if sick people stay at home so that they get proper rest and don't spread the virus to other people. With these things in mind, the virtual classroom facilitated by Vista8 will allow sick students to work from home or catch up with their work when well enough. I would ask you to send me an email to let me know if you are sick so that I know what's going on. A warning: do not abuse this privilege. If you are sick more than once you will need to get an excuse from your doctor or the health center; otherwise, you will not receive full participation credit for the time that you are out of class.

Classroom Preparedness and Behavior

When you come to class, open your desk laptop and begin writing in reference to the prompt on Vista8. Be prepared to participate in discussion and occasionally read your work aloud in class. Silence and turn off vibration on your cell phones. Cell phone use and texting are not permitted in class. If I see this become a distraction, I will tell offending students to leave class for the day. Also, the classroom computers are meant to enable the work we do in class, but they are not to be used to check Facebook, fantasy football, or other websites or services unrelated to our work. If this becomes a problem, I will tell offending students to leave class for the day. We are together for a very short amount of time, so I ask all students to come prepared with the work and/or reading that we are engaging for that particular class. Before coming to class, be sure to check your email and Vista8 for any important announcements (e.g., class cancellations).

Classroom Computer Use

I encourage everyone to invest in a USB flash drive to save his or her work on. Also, a second backup by emailing copies to your own email account is another useful strategy.

Office Hours and Conferences

I promise that I'm not an unapproachable drill sergeant! I encourage each and every one of you to stop by during office hours, or make an appointment to see me at another time. You should know that I'm a graduate student too, so I have classes and research that I'm responsible for in addition to teaching our class. Therefore, I think that office hour appointments in addition

to my scheduled office hours are the best use of all of our time. If you can't make my office hours, send me an email with a brief description of what you'd like to talk about and what times you have available over the next couple of days, and I'll get back to you right away with an appointment. I want each of you to do well in this class, and I will make my best effort to help each of you, especially if you make the effort to see me outside of class.

It's important to note that I will not give feedback on your work or class progress by email. I think it's important and far more effective to meet in person to discuss these matters. So, again, I cannot stress enough the importance to seeing me outside of class about any and all thoughts and concerns you have about your work and your progress in the class. I won't do any of your work for you, but I will give you individual attention and guide you toward attaining the skills you need to do well in class.

Registration Requirement

The official registration deadline for this course is September 13, 2009. University policy requires all students to be officially registered in each class they are attending. Students who are not officially registered for a course by published deadlines should not be attending classes and will not receive credit or a grade for the course. Each student must confirm enrollment by checking his/her class schedule (using Student Tools in FlashFast) prior to the deadline indicated. Registration errors must be corrected prior to the deadline. NB: The last day to withdraw is November 8, 2009.

Student Accessibility Policy

University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures).

Student Cheating and Plagiarism, Condensed Version

[For the complete policy and procedure, go to www.kent.edu/policyregister and search for policy 3342-3-01.8, or see <http://www.kent.edu/policyreg/chap3/3-01-8.cfm> or <http://www.kent.edu/policyreg/chap3/upload/3342.3.01.8.pdf>]

Cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. The university affirms that acts of cheating and plagiarism by students constitute a subversion of the goals of the institution, have no place in the university and are serious offenses to academic goals and objectives, as well as to the rights of fellow students.

"Cheat" means to intentionally misrepresent the source, nature, or other conditions of academic work so as to accrue undeserved credit, or to cooperate with someone else in such misrepresentation. Cheating includes, but is not limited to:

1. Obtaining or retaining partial or whole copies of examinations, tests or quizzes before these are distributed for student use;
2. Using notes, textbooks or other information in examinations, tests and quizzes, except as expressly permitted;
3. Obtaining confidential information about examinations, tests or quizzes other than that released by the instructor;
4. Securing, giving or exchanging information during examinations;
5. Presenting data or other material gathered by another person or group as one's own;
6. Falsifying experimental data or information;
7. Having another person take one's place for any academic performance without the specific knowledge and permission of the instructor;
8. Cooperating with another to do one or more of the above;
9. Using a substantial portion of a piece of work previously submitted for another course or program to meet the requirements of the present course or program without notifying the instructor to whom the work is presented; and
10. Presenting falsified information in order to postpone or avoid examinations, tests, quizzes, or other academic work.

“Plagiarize” means to take and present as one’s own a material portion of the ideas or words of another or to present as one’s own an idea or work derived from an existing source without full and proper credit to the source of the ideas, words, or works. As defined, plagiarize includes, but is not limited to:

- a. The copying of words, sentences and paragraphs directly from the work of another without proper credit;
- b. The copying of illustrations, figures, photographs, drawings, models, or other visual and nonverbal materials, including recordings of another without proper credit; and
- c. The presentation of work prepared by another in final or draft form as one's own without citing the source, such as the use of purchased research papers.

Academic Sanctions (From Section D)

The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. Kent campus instructors shall notify the department chairperson and the student conduct office each time a sanction is imposed. Regional campus instructors shall notify the regional campus dean and the student conduct officer each time a sanction is imposed. Regional campus student conduct officer shall notify the Kent student conduct office each time a sanction is imposed by a regional campus Instructor. The following academic sanctions are provided by this rule for offenses of cheating or plagiarism. In those cases the instructor may:

1. Refuse to accept the work for credit; or
2. Assign a grade of "F" or zero for the project, test, paper, examination or other work in which the cheating or plagiarism took place; or
3. Assign a grade of "F" for the course in which the cheating or plagiarism took place; and/or;
4. Recommend to the department chair or regional campus dean that further action specified in the rule be taken. The department chairperson or regional campus dean shall determine whether or not to forward to the academic dean or to the vice president for the extended university a recommendation for further sanction under this rule.

Procedures for invoking sanctions. (From Section E)

- (1) Academic administrative procedures pertaining to paragraph (D)(1)(a) of this rule. In the event that an instructor determines that it is more probable than not that a student in a course or program under the instructor's supervision has presented work for university credit which involves an act of cheating, plagiarism or cooperation in either, then the instructor shall:
- (a) Inform the student as soon as is practical, in person or by mail, of the belief that an act of cheating or plagiarism has occurred. If the student cannot be reached in a reasonable period of time, the instructor may proceed with sanctions, notifying the student in writing as promptly as possible of the belief and the procedural steps the instructor has taken.
 - (b) Provide the student an opportunity to explain orally, in writing, or both, why the student believes the evaluation of the facts is erroneous.
 - (c) If the explanation is deemed by the instructor to be inadequate or if no explanation is offered, the instructor may impose one of the academic sanctions listed in paragraph (D)(1)(a) of this rule. Where appropriate, the instructor may recommend the imposition of academic sanctions listed in paragraph (D)(1)(b) of this rule. In addition, the instructor may refer the matter to the dean of the college, campus, or school in which the student is enrolled for imposition of academic sanctions listed in paragraph (D)(1)(b) of this rule.
 - (d) The instructor shall notify the office of judicial affairs of the circumstances and action taken. Such notification will be used as background information in the event that formal conduct charges are initiated against the student.
 - (e) The instructor shall inform the student in writing of the right to appeal, and the procedure to follow.
 - (f) The instructor shall keep the evidence of cheating or plagiarism in a secure place and provide it upon request to any appeals officer or the conduct officer. The instructor shall provide copies on request to the student at the student's expense.
 - (g) The instructor shall cooperate with academic and student conduct personnel in any appeal of the decision, and/or in adjudication of any disciplinary proceedings.

Academic Appeals

The general principle that applies to the following procedures is that an appeal is directed to the administrative level immediately above the unit from which the appeal emanates.

Appeals are limited to the following reasons:

- a. The decision is arbitrary or unreasonable,
- b. The decision resulted from a procedural error,
- c. The decision is not in accordance with the facts presented,
- d. New information is available which may suggest modification of the decision.

Tentative Schedule

Week 1	Sept 1 Sept 3	Introductory Video, Syllabus, and Vista8 Introduction Discuss <u>Guide to College Writing</u> , Sign Contract, Diagnostic Essay
Week 2	Sept 8 Sept 10	Writing, Essay 1/Develop Personal Exploration, Writing Process Writing, Essay 1/Develop Personal Exploration, Journal
Week 3	Sept 15 Sept 17	Writing, Introduction to Peer Review, Review Essay 1 Writing, Essay 1 Due, Journal
Week 4	Sept 22 Sept 24	Writing, Video Tour of Our Corner of the Universe Writing, Essay 2/Develop Narrative of Our Solar System, Journal
Week 5	Sept 29 Oct 1	Writing, Essay 2/Develop Narrative of Our Solar System Writing, Essay 2/Peer Review, Journal
Week 6	Oct 6 Oct 8	Writing, Essay 2 Due, Discuss 2001: A Space Odyssey Writing, Discuss 2001: A Space Odyssey, Journal
Week 7	Oct 13 Oct 15	Writing, Discuss 2001: A Space Odyssey Writing, Discuss 2001: A Space Odyssey, Journal
Week 8	Oct 20 Oct 22	Writing, Essay 3/Develop Essay on 2001 Writing, Essay 3/Peer Review, Journal
Week 9	Oct 27 Oct 29	Writing, Essay 3 Due, Discuss Red Mars Writing, Discuss Red Mars, Journal
Week 10	Nov 3 Nov 5	Writing, Discuss Red Mars No Class, Instructor at Conference, Meet in Groups to Discuss Red Mars, Report on Discussion in Journal
Week 11	Nov 10 Nov 12	Writing, Discuss Red Mars Writing, Discuss Red Mars, Journal
Week 12	Nov 17 Nov 19	Writing, Essay 4/Develop Essay on Red Mars Writing, Essay 4/Peer Review, Journal
Week 13	Nov 24 Nov 26	Writing, Essay 4 Due No Class, Thanksgiving Holiday
Week 14	Dec 1 Dec 3	Writing, Essay 5/Develop Reflective Essay Writing, Essay 5/Develop Reflective Essay, Journal

Week 15	Dec 8	Writing, Essay 5/Peer Review, Final Portfolio Questions
	Dec 10	Writing, Final Portfolio Questions, Journal
Week 16	Dec 18	Submit Final Portfolio Electronically on Vista no later than: Friday, December 18, 3:00PM