



Composition I

Habits of the Creative Mind

English 101, Section 011
Indiana University of Pennsylvania
Fall 2016 | MWF 11:15-12:05 | HSS 321
Instructor: Dr. Vetter
Office Location: HSS 50600
Email: mvetter@iup.edu
Phone: 724-357-4935
Office Hours: MW 9-11am, TTH 2-3pm & by appt.

Course Description

Composition I: Habits of the Creative Mind is a course designed to introduce you to college-level reading, writing, and thinking through sustained practice of eight habits of mind: Curiosity, Openness, Engagement, Creativity, Persistence, Responsibility, Flexibility, and Metacognition. These cognitive habits have been identified by experts in English and Writing Studies as crucial components of becoming a successful writer in college. More importantly, these habits will help you to become a more thoughtful, creative, and curious writer and thinker beyond your college experience. Working to develop and refine these habits will influence nearly all of the work we do in this course, and I want to invite you to open your mind to these new ways of thinking and being in the world. We will also pay attention, throughout the course, to certain writing concepts and skills, including but not limited to: rhetorical knowledge, genre awareness, the process of writing, research, and source work – that is, learning how to converse with others' ideas in your own writing. A final central concept we will investigate will be the notion that writing conventions and expectations change as we, as writers, move across community and discipline. Welcome to Composition I. I look forward to reading your work and to listening to your ideas in our classroom discussions.

IUP Course Catalogue Description

A first-year writing course. Students use a variety of resources to create projects in a variety of writing genres. Resources for writing include but are not limited to memory, observation, critical reading and viewing, analysis, and reflection. Students use writing processes to draft, peer review, revise, and edit their projects.

Required Course Texts and Materials

Miller, Richard, and Ann Jurecic. *Habits of the Creative Mind*. Boston: Bedford/St. Martin's. 2016. Print.

Selected Essays from *Writing Spaces: Readings on Writing*. Eds. Charles Lowe and Pavel Zemliansky. Anderson, SC: Parlor Press, 2011. Web. Free Online Resource.

A single subject notebook to serve as a journal of your daily writing.

Student Learning Outcomes

At the conclusion of the course, the student should be able to:

- use writing processes to generate, develop, share, revise, proofread, and edit major writing projects.
- produce essays that show structure, purpose, significant content, and audience awareness.
- produce a variety of essay genres.
- understand and integrate others' texts into their own writing.
- reflect on their own writing process and rhetorical effectiveness.
- understand and practice the eight habits of mind conducive to successful writing and thinking: curiosity, openness, engagement, creativity, persistence, responsibility, flexibility, and metacognition.
- make realizations about conceptual knowledge related to writing and rhetoric: including the rhetorical situation, genre awareness, the writing process, social knowledge regarding writing conventions and expectations

A Framework for Creative Habits of Mind

Habits of mind refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

- Curiosity – the desire to know more about the world.
- Openness – the willingness to consider new ways of being and thinking in the world.
- Engagement – a sense of investment and involvement in learning.
- Creativity – the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence – the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility – the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- Flexibility – the ability to adapt to situations, expectations, or demands.
- Metacognition – the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

Source: *Framework for Success in Postsecondary Writing*. CWPA, NCTE, & NWP. January 2011. <http://wpacouncil.org/framework>.

Course Work and Grade Distribution

Project 1: Interview & Nonfiction Profile. 900-1200 words (3-4 pp.). 10% - 100 pts.

Project 2: Summary, Analysis & Response Essay. 1200-1500 words (4-5pp.). 20% - 200 pts.

Project 3: The Rhetoric of Memes. 1200-1500 words (4-5 pp.). 20% - 200 pts.

Project 4: Researched Argument Essay. 1800 – 2000 words (6-7 pp.). 25% - 250 pts.

Informal Writing (Journals): 10% - 100 pts.

Participation & Peer Review: 15% - 150 pts.

Course Policies

Informal Writing: Informal writing assignments are low-stakes opportunities for you to practice writing and are not graded as strictly as major projects. The point of these assignments is to get you thinking about what you've read and practicing your writing skills. Informal writing assignments (IWAs) in this class will include in-class practice sessions responding to prompts from the book to be completed in your journal; homework assignments to be completed in your journal, and online posts or discussion board entries in D2L. We will give each of these assignments an IWA number to help us keep track of the total number of entries expected of you. Make sure you bring your journal to class every day. On days where you have written an IWA entry in your notebook, I will check to make sure you have completed the assignment and I may ask you to share something you wrote to inform our discussion. You should also use your journal to take notes and record class activities. Informal writing will be worth 10% of your final grade.

Commenting on Your Writing: One of the goals of this course is to have a complex discussion about your writing. We will accomplish that goal through commentary about how each of your projects succeeds and what you can work on in the future. I want my feedback on your major projects to feel like a conversation that we are both taking part in, not just a grade or judgement. I'll spend a lot of time thinking about and commenting on your work, and I expect you to engage equally with my comments and to be constantly reflecting on your growth as a writer. I'll use Microsoft Word's comment feature to provide feedback and will also write a short letter at the end of your essay discussing what could be improved. My feedback will always be guided by the criteria I set up for each essay - which will be provided to you when the assignment is first introduced, and which we will discuss throughout the writing process. I'll use a blue highlight for sentences/passages that are really well-written and a yellow highlight for sentences/passages that need some work. I'll highlight what I determine to be grammatical errors in yellow. If errors are numerous/distracting, I may ask you to rewrite the essay for credit. For some of the essays, you will also be responsible for a review of a peer's project. I expect a high level of critical review here, one that earnestly attempts to help improve your partner's writing.

Attendance: After 3 unexcused absences, I will lower your final course grade by 5% for each additional absence. I will consider excusing absences due to illness or personal emergency but will ask for documentation. Please be aware that, if you are absent during a class period where a major assignment is due or peer review is scheduled, that you must contact me to arrange a make-up or alternative.

Late Work: I will only accept late work if we have talked and come to some agreement. If something is going on that is going to hinder you from finishing a project, please talk to me **before** the project is due. It's really important that work for peer review or workshop is finished on time.

Communication: I use e-mail to communicate important information about the class. You are responsible for checking your school account regularly. You should also check D2L often for announcements concerning reading and writing assignments. You may email me at mvetter@iup.edu. I will do my best to respond within 24 hours.

Privacy: Work on major projects is always public. Don't submit writing you can't let other students see. Drafts of papers must be polished and ready for classmates' feedback on the assigned dates to get credit for peer review. Journals are semi-private. I will never ask you to share with classmates if you are not comfortable doing so. Journals will be assessed and read by the instructor, however.

Ethics: I define plagiarism as deliberate cheating, whether by claiming another's ideas or work as your own (fraud) or making up or falsifying information (fabrication) will result in a course grade of F and a report to Community Standards. You are at all times responsible for handling sources ethically by acknowledging the author and source of directly borrowed ideas and language in your writing.

Accessibility: The Office of Advising and Testing, in Pratt Hall, room 216, offers evaluation and support for students with disabilities. Please let me know as soon as possible if you need an accommodation in order to work successfully in this class. This classroom strives for full accessibility, and it is not necessary for you to have an official accommodation letter from Disability Services in order to request changes to the classroom that will better serve your needs as a student, although you are encouraged to explore the possible supports they can offer if you are a student with a disability. Both able bodied students and students with disabilities are encouraged to suggest any improvements to the learning environment.

Atmosphere: Everyone in our class, including the instructor, must remain civil and courteous at all times. We will often have opportunity to share our opinions and beliefs, but no racist, sexist, heterosexist, or any other negative communication harmful to an individual or group will be tolerated

Electronic Devices: Laptops, smart phones, and tablets are permitted in my classroom only when they are being used for class activities (referencing an assigned reading, or in a course activity).

Writing Center: Trained peer and graduate tutors in the IUP Writing Center can help you at any stage in the writing process, from developing a topic to drafting and revising. They can help you to document sources, understand your professor's feedback, and more. The Writing Center has three locations: For walk-in tutoring (no appointments), visit Room 218 in Eicher Hall, or visit the Satellite Writing Center in the Library, first floor. You can also make an appointment for an online tutoring session (at least 24 hours in advance). The Writing Center's website contains a link for making appointments for online sessions, or call 724-357-3029.

IUP Sexual Violence Policy: Indiana University of Pennsylvania is committed to maintaining a learning and work environment that is free from sexual harassment and sexual violence. Acts of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, seriously undermine the atmosphere of trust and respect that is essential to a university community. Moreover, sexual harassment and sexual violence are legally prohibited and will not be tolerated. To report a complaint of sexual harassment or sexual violence, including sexual assault, dating violence, domestic violence, and stalking, against a student and discuss options, contact a Campus Security Authority coordinator; the Office of Student

Conduct, 307 Pratt Hall, at 724-357-1264; or the Compliance Officer/Title IX Coordinator. If the student does not want to proceed with a student conduct complaint or police report, the Compliance Officer/Title IX Coordinator will still investigate to determine what occurred and take appropriate steps to resolve the situation, mindful of the University's obligation to provide a safe and nondiscriminatory environment for all students.

Title IX: In order to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

Important Academic Deadlines

Sept 6	Drop period ends at the end of the day.
Sept 6	Add period ends at the end of the day
Oct. 25	Midterm grades available
Nov. 7	Course withdrawal deadline
Nov. 14	Total university withdrawal deadline

Course Schedule

Date	Class topic & activity	Assignment due
Week 1: Introduction to the habits of mind		
M 8/29	Class icebreaker & syllabus review	
W 8/31	Turning boredom into creativity and curiosity; Unlearning rules (class activity); Share practice session IWA	Read "Orienting" (pp. 1-6) and "Beginning" (pp. 15-24) in <i>HCM</i> ; Complete Practice Session One (Writing, p. 24) in your journal
F 9/2	Writing as conversation; Burke's parlor metaphor; Wikipedia talk page activity; Watch Youtube video on <i>Henrietta Lacks</i>	Read "On Joining the Conversation" (pp. 26-31) and "Curiosity at Work" (32-33) in <i>HCM</i>

Week 2: Cultivating focus		
M 9/5	Labor day holiday – no class	Labor day holiday – no class
W 9/7	On learning to see; Paying attention; Share and discuss drawing exercises	Read “Paying Attention” (pp. 34-46); Complete Practice Session One (37-38) by choosing to draw a self-portrait or the upside-down Egon Schiele image (p. 38) and reflecting on the process in your journal
F 9/9	Encountering difficulty; Seeing and blindness; Share journal work; Strategies for summary and response	Read “On Encountering Difficulty” (pp. 47-50) in <i>HCM</i> ; Read/Watch “Notes on Blindness” directed by Peter Middleton and John Spinney; Write a short summary and response to “Notes” in your journal
Week 3: Becoming curious		
M 9/12	Introduce Project 1; Writing as question asking; Thesis-driven vs. thesis seeking forms; Share journal work on RadioLab	Read “On Asking Questions” (55-63) in <i>HCM</i> ; Listen to RadioLab episode “An Equation for Good”; Complete Practice Session One (pp. 56-57)
W 9/14	Interviewing tips & strategies; Workshop Project 1 proposals	Read “On Interviewing” (pp. 64-69) in <i>HCM</i> ; Write Project 1 Proposal
F 9/16	Class cancelled to conduct interviews	Class cancelled to conduct interviews
Week 4: Exploring		
M 9/19	Going down the rabbit hole; Social bookmarking; Creative reading	Read the first half of “Exploring” (pp. 72-86) in <i>HCM</i> ; Begin Practice Session Two (pp. 85-86); Explore sources for Project 1
W 9/21	Engaging others; Focusing purpose and motivation; Turning an interview into an essay; genre awareness	Read the second half of “Exploring” (pp. 87-98); Read “Navigating Genres” by Kerry Dirk (posted to D2L); Response to Dirk in journals; Bring interview notes to class
F 9/23	What kind of a reader are you? Share Diigo practice sessions; Project 1 Peer Review	Finish Practice Session Two (pp. 85-86); Project 1 Drafts due
Week 5: Cultivating openness		
M 9/26	Introduce Project 2; Writing as technology: Writing formulas	Project 1 due to D2L; Read “Connecting” (pp. 99-118) in <i>HCM</i>

W 9/28	Working with sources group activity; Bill Frezza's opinion/review as a model for Project 2	Read "Connecting" (pp. 119-131); Read "Is Drug War Driven Mass Incarceration the New Jim Crow?" by Bill Frezza (posted in D2L)
F 9/30	Discuss Coates' "Fear of a Black President"; Model summary and response	Read Coates' "Fear of a Black President" (pp. 274-299) in <i>HCM</i> ; Journal entry on Coates
Week 6: Spaces for creative habits of mind		
M 10/3	Making space and time; Class activity: Practice Session One (p. 162) "Researching" and Practice Session One (pp. 165-167) "A Browser of Your Own"	Read "Making Space and Time" (pp. 158-177); Work on Project 2
W 10/5	Project 2 Peer Review	Drafts of Project 2 due
F 10/7	Quoting, citation and documentation review	Read Janice Walker's "Everything Changes, or Why MLA Isn't (Always) Right" (posted to D2L); Write response to essay in journals;
Week 7: Midsemester conferences		
M 10/10	Midsemester conferences	Midsemester Conferences
W 10/12	Midsemester conferences	Midsemester conferences
F 10/14	Midsemester conferences	Midsemester conferences
Week 8: Rhetorical detour		
M 10/17	Introduce Project 3; Rhetoric in/as everyday things	Read "Backpacks vs. Briefcases: Steps toward Rhetorical Analysis" (D2L); Write response in journal; Project 2 due
W 10/19	Memes as rhetorical devices; What is digital rhetoric?	Read "Steal This Meme: Why Understanding Internet Culture" and watch Youtube video "Memes and Digital Rhetoric"; Journal entry response to Youtube video
F 10/21	Class cancelled for PCEA. Attend a PCEA session	Write a journal entry about the PCEA session you attend

Week 9: Rhetorical detour		
M 10/24	Practice rhetorical analysis of memes; Discuss sample analyses	Read two analyses from the website <i>The Rhetoric of Memes</i> ; Write a journal entry
W 10/26	In-class activity: Create a meme and release it in your social media; Strategies for organizing Project 2; Strategies for framing	Work on Project 2; Bring an idea for creating your own funny or persuasive meme
F 10/28	Project 3 Peer Review	Draft of Project 3 due
Week 10: Practicing writerly habits		
M 10/31	On seeing as a writer; In-class activity: Go stare at something, question it, write journal entry	Project 3 due to D2L; Read the first essay in "Practicing," (178-184)
W 11/2	Reading as a writer; Sontag's "Looking at War"; Share journal entries on writerly choices made by Sontag	Read "On Reading as a Writer" (pp. 185-189) in <i>HCM</i> ; Read "Looking at War" (pp. 321-351); Complete Practice Session One "Reading" (pp. 189-190) in your journal
F 11/4	Introduce Project 4; Project 4 Research Question Workshop	Journal entry: write down at least 3 separate research questions you're curious about for Project 4
Week 11: Research		
M 11/7	In-class research tutorials and practice; Begin Bibliographies	Read "Googlepedia: Turning Information Behaviors into Research Skills" (D2L); Write project 4 proposal
W 11/9	Workshop Project 4 proposals; Working with sources review;	Read Stedman's "Annoying Ways People Use Sources" (posted to D2L)
F 11/11	What's a Lit. Review? Practice Synthesis	Bibliographies due to D2L
Week 12: On argument		
M 11/14	Argument as journey; thesis-seeking forms for research; Analysis and comparison of Kolbert and Coates	Read "Arguing" Intro and "On Argument as Journey" (pp. 227-234); Read "The Case for Reparations" (posted in D2L)

W 11/16	On the theater of the mind; Listen to <i>Invisibilia</i> podcast “Secret History of Thoughts”	Read pp. 235-240 in <i>HCM</i> ; Work on Project 4
F 11/18	Academic curiosity	Read “On Curiosity at Work in the Academy” (pp. 241-250) in <i>HCM</i>
Week 13: Thanksgiving break		
Week 14: The writing process		
M 11/28	Planning and revision; Structure activity; in-class drafting	Read “Planning and Replanning” Intro and “On Structure” (pp. 199-207)
W 11/30	In-class drafting	Bring working draft of Project 4
F 12/2	Project 4 Peer Review; Discussion on post-draft outlines and revision	Project 4 drafts due to D2L; Read “On Revising,” “The Post-Draft Outline” and “On Learning from Failure” (pp. 208-224)
Week 15: End of semester conferences		
M 12/5	Conferences	Read “Diverging” (pp. 254-273) in <i>HCM</i> ; Complete Practice Session One on p. 257 in your journal
W 12/7	Conferences	Work on Project 4
F 12/9	Conferences	Work on Project 4
Week 16: Final exam week		
Finals Meeting	Discussion/activity on “Diverging” reading; Write in-class reflection	Project 4 due to D2L