

# English 101: Composition—Fall 2022

Kylee Johnston—Room 306

[kylee.johnston@usd497.org](mailto:kylee.johnston@usd497.org)

I answer emails up until 7 pm.

Google Classroom Codes:

1st hour: [xrk62nu](#)

4th hour: [rr6mdll](#)

5th hour: [yfrstgg](#)

6th hour: [agtqzfi](#)



**Welcome! I am Kylee Johnston, a learner, thinker, and guide who loves to talk with students about what they believe while helping them understand other people’s viewpoints. I teach empathy and critical thinking skills and believe both must always work together. My motto is “stay humble; hustle hard”, and I strive to demonstrate that attitude through my teaching every day.**

**COURSE GOALS:** This is a course about strengthening your written and oral communication. In it, you will learn to generate, explore, organize, and convey ideas in writing, using language and other media to present ideas clearly, confidently, and in a manner appropriate to specific communication situations. (KU Core Goal 2, Outcome 1).

By the end of this course students should be able to

- 1) Analyze how language and rhetorical choices vary across texts and different institutional, historical, cultural, and/or public contexts;
- 2) Demonstrate their rhetorical flexibility within both academic and nonacademic (or public) writing contexts;
- 3) Revise to improve their own writing and develop flexible strategies for drafting, re-viewing, revising, rewriting, rereading, and editing.

To this end, you will complete the following major writing assignments:

**Writing Project 1 Analysis of Students’ Own Rhetoric:** This project asks students to describe and analyze their own examples of rhetoric and of presenting themselves rhetorically, drawing on their own experiences/texts as communicators.

**Writing Project 2 Rhetorical Analysis of a Public Text:** This project asks students to analyze the elements of a text and its rhetorical effect—with a focus on analyzing how the rhetorical situation

(communicators, message, audience) and context, exigence, purpose, and means of communication shape content, structure, appeals (to ethos, logos, pathos), and rhetorical choices.

**Writing Project 3 Multi-genre Public Awareness Campaign:** This project moves students from rhetorical analysis to production—asking students to compose a multi-genre project (public awareness campaign) in response to a rhetorical problem.

**Writing Project 4 Revision/Remediating Project:** This final project asks students to revise or remediate a previous project in order to improve writing and strengthen rhetorical strategies.

You will also do a fair amount of “informal” writing: journal entries, responses to readings, pre-writing explorations, etc. as these are some of the best ways to improve your writing.

**Materials:**

- \*Lunsford, Andrea et al., *Everyone’s an Author*, 3rd ed., 2020 Norton (school copies provided)
- \*Nicotra, Jodie *Being Rhetorical*, 2019 Cengage (digital copies provided)
- \*Writing materials (paper and pen/pencil, and Macbook)
- \*Three-ring binder or folder to keep handouts, informal writing, and returned projects
- \*A notebook or composition book for both in-class journal-writing and homework assignments
- \*Pocket folder with your name and hour written in **BLACK** to turn in completed projects

**Writing Community/Attendance/Informal Writing/Homework:** The class discussion and activities we engage in during class are a vital part of learning, understanding, and developing competence as a writer. In order for you to meet the goals of the course, consistent attendance and participation is essential. Daily homework and informal low-stakes writing counts as 15% of your grade over the course of the whole semester, and you must be prepared to turn them in by the beginning of each class period in order to get credit for them, as each one is preparation for your major projects. ALL daily assignments (including homework) will be on Classroom, usually by 3:30 each day, so if you’re gone, you can find out what you missed and if it’s homework that we will discuss the next day, you can prepare for that.

**Late Work:** You must turn in all four major projects to pass this course, even if a project is so late that it will have earned an F. All major assignments are due by the time class starts on their due dates. Even if you are absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. Late projects/papers will be docked one letter grade (10%) for each school day late (this includes days in which school is in session, even if your class doesn’t meet).

**This is different compared to your other English classes because it’s a college course:**

I will not accept late work for daily assignments except in cases of illness, religious holidays, or school activities. Keep in mind that homework/ daily work is worth less of your grade, though, than your four major writing assignments. Check your schedule for potential conflicts well ahead of due dates, manage your time, and speak with me ahead of time if you will have trouble meeting a deadline.

**Grading:** Your final course grade will be based on the following:

- \*Major papers/projects: **85%**
- Project #1 20%
- Project #2 25%
- Project #3 25%
- Project #4 (revision) 15%

\*Activities, discussions, peer review, and other assignments (which must be turned in during class in order to receive credit): **15%**

Your high school transcript does not have pluses or minuses, but your college transcript does, which will be recorded according to the following scale:

A: 93-100	B: 83-86.9	C: 73-76.9	D: 63-69.9
A-: 90-92.9	B-: 80-82.9	C-: 70-72.9	D-: 60-62.9
B+: 87-89.9	C+: 77-79.9	D+: 67-69.9	F: 0-59.9

In this course we will be using the +/- grading scale, approved by the College of Liberal Arts and Sciences to describe intermediate levels of performance between a maximum of A and a minimum of F. Intermediate grades represented by plus or minus shall be calculated as .3 units above or below the corresponding letter grade.

**Conferences:** Successful writers are usually those who collaborate with others to generate ideas, outline papers, proofread, etc. For this reason, we will supplement our in-class work with individual meetings to discuss your writing. I will schedule at least two conferences with you over the course of the semester. I encourage you to meet with me during ILT, or other times by appointment, to discuss any questions relating to your writing assignments or the course. I'm always happy to help. In addition, I highly encourage you to visit the Free State Writing Center at least once during your writing process for each paper.

**Academic Honesty:** Stealing and passing off as your own someone else's ideas or words, or using information from another's work without crediting the source, is called "plagiarism." Some specific examples of actions that constitute plagiarism include pasting together uncredited information or ideas from the Internet or published sources, submitting an entire paper written by someone else, submitting a paper written for another class (and thus not original work), and copying another student's work (even with the student's permission). In order to avoid unintentional plagiarism and to represent your work honestly, you will need to be meticulous about giving credit to any and all sources, whether directly quoted (even a few words) or paraphrased. Please see me if you have any questions about documenting sources.

Because one of the goals of this course is to help you improve your writing, plagiarism hurts you as much as it does anyone. If you plagiarize another's work, you will not be receiving the needed feedback to improve your own writing. There will be a zero tolerance policy for any type of plagiarism in this class. All incidents of plagiarism will be penalized, reported, and kept on file in the English Department, the College of Liberal Arts and Sciences, and the University Provost's Office, and will result in a zero on that particular project.

**Student Academic Creations:** Because one of the aims of this course is to teach students to write for specific audiences, ungraded, student-authored work may be shared with other class members during the semester in which you are enrolled in the class. Please do not submit materials on sensitive subjects that you would not want your classmates to see or read, unless you inform the instructor in advance that you do not want your work shared with others.

Other uses of student-authored work are subject to the University's Policy on Intellectual Property and the Family Educational Rights and Privacy Act. If your instructor desires to use your work outside of this class (e.g. as a sample for another class or future classes), you will be asked to fill out and sign a written form authorizing such use.

**Drop policy:**

If you are having trouble succeeding in this course, it is especially important that you consult with me so that we can develop a plan of action that may enable you to complete it. If you ultimately decide to drop this class, please refer to the website: <http://www.registrar.ku.edu/current/schedule.shtml> and see your high school counselor.

**Technology Use:** Because so much of this class depends on group work and collaboration, cell phones are not to be used in class unless specifically directed because these devices are distracting to you, me and to other students. Laptops are allowed for educational purposes only.

The school handbook policy reads as follows:

**Use of Electronic Devices**

1. Teachers may allow headphone or cell phone usage in their classroom as a privilege or if the teacher believes such usage is of educational value to the student. Teachers have complete authority as to the use of electronic devices, including cell phones and iPods/MP3 players, in their classrooms.
2. No sounds shall be played over speakers other than headphones. Although headphones are allowed, at no time should music be played at such a volume that it can be heard by other people.
3. Causing a disruption with the use of an electronic device may result in disciplinary action and confiscation of the electronic device.
4. Refusal to immediately surrender electronic devices to any staff member upon violation is considered open defiance and will result in disciplinary action.

**Mandatory Reporting:** Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, and you wish to speak in confidence to a trained counselor, contact the Sexual Trauma and Abuse Center (785-843-8985 or [support@stacarecenter.org](mailto:support@stacarecenter.org)). You may also wish to contact Lawrence Memorial Hospital Emergency Room (785-505-6162).

**Policies on diversity, inclusivity, and civility:**

Diversity relates to but is not limited to the following: age, creed, disability, ethnicity, gender, global perspectives, international background, language background, learning differences, multicultural perspectives, national origin, public assistance status, race, religion, sex, and sexual orientation. Each of these relate to one's identity. In this class, we will value diversity and want to foster a multicultural environment in which the dignity and rights of the individual are respected. All students benefit from training and experiences that will help them to learn, lead, and serve in an increasingly diverse society. All members of our community must accept the responsibility to demonstrate civility and respect for the dignity of others. We expect that everyone in this class will promote an atmosphere of respect for all members of our community. It is likely you may not agree with everything that is said or discussed in the classroom, yet courteous behavior and responses are expected at all times. When you disagree with someone, be sure that you make a distinction between criticizing an idea and criticizing the person. Expressions or actions that disparage a person's or race, ethnicity, nationality, culture, gender, gender identity / expression, religion, sexual orientation, age, or disability are contrary to the mission of public education and this course and will not be tolerated.

**Questions:** If you have questions or need help on anything related to this course, please come see me during ECT. You can also email me. If you email during school hours I will respond the same day; if you email later, you may have to wait until the next day for a response.

**Due Dates for Assignments:**

Project #1: Cultural Literacy Narrative	final draft due Monday, September 19 (in or before class)
Project #2: Rhetorical Analysis	final draft due Monday, October 24 (in or before class)
Project #3: Multi-modal Persuasion	final draft due Monday, November 21 (in or before class)
Project #4: Revision of Previous Project	final draft due during your final exam period (Monday, December 19 or Tuesday, December 20)

The four Writing Projects are due in class on the due date. If you are going to be absent on the day that an assignment is due, you are still responsible for turning it in on (or before) the scheduled due date. Unless we have made arrangements in advance, 5% will be deducted for each day a major paper is late. Check your schedule for potential conflicts well ahead of due dates and speak with me ahead of time if you will have trouble meeting a deadline.