

Dr. Brian Cope
Sections: English @ 101

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Monday: 1:00-2:00, Syre 217

Thursday: 4:00-5:00

By appointment, or Zoom, or in person



Welcome to English 101! I am very pleased to be your professor for this course. Until this semester ends, I would rather be helping you and your classmates with your writing than doing any other activity. If you work hard and follow the rules of the class, you will not only learn how to write in an academic environment, you will begin to see writing as a way for you to open to the world in such a way that unlocks wisdom and allows you to view the complexity of life from new perspectives. Even though it's online, this classroom will serve as a community, where openness, comfort, and mutual respect are of primary importance. You'll notice that I have a great deal of enthusiasm for everything that goes along with the act of writing, and it is my hope that you will develop if you have not already done so, a similar enthusiasm.

Overarching Question: Many books are founded upon the pondering of one word or big question. In *The Peaceable Classroom*, Mary Rose O'Reilly focuses on a question posed to her years before: "Is it possible for us to teach English in a way that people stop killing each other?" Individual classes can

also be founded upon a question. In this class, the following overarching question will serve as a frame for our class: **How can writing help to make Earth a more habitable, peaceful, compassionate, and sustainable place?** While this question may not affect the topics that you decide to consider, the ideas that spring from this question will permeate and circulate through our classroom throughout the semester.

Readings and Such: No books, though I of course love books, but I object to the industry that surrounds textbooks when it becomes overly costly to you all. Throughout the semester, I will provide you with numerous readings in the form of handouts, emails, and cyber-links. From time to time, I will also ask you to find your own reading materials or to print things that I have sent to you.

Course Outcomes
After completing this course, students will be able to

- use rhetorical knowledge to compose texts;
- think critically about texts (print, media, data, etc.);
- use multiple composing processes to conceptualize, develop and finalize writing projects;
- analyze the formal rules and informal guidelines that define genres.
- Identify information needs, and locate and critically evaluate information sources

See Appendix B for details.

You will need at least one writing notebook and a place to keep all of your essays. Because you can revise your major essays after I grade them, so please don't throw things away.

Common Terms

There are some key terms that English Department wants you to embody so that you may work toward being a confident and competent writer in academic and non-academic situations. Check out this diagram We'll talk about source citing in the semester.

Audience

Purpose

Medium

Rhetorical Situation

Context

Kairos or Exigency

Writer's Stance

Genre

*I particularly appreciate the acronyms PC GAMES to remember these terms. I will be defining these terms, and encourage you to discuss and form your own accessible interpretation of these terms.

***There will** terms such as **reverence, honesty, and information literacy** that I also regard as important.

Conferences: This is an excellent way for me to help you with your writing. We will have numerous F2F (or Zoom) meetings throughout the quarter. But, please don't wait for me to initiate this process. I'll be happy to set up an appointment or see you at any mutually convenient time.

Groups and Peer review: There will be some significant discussion boards and pair work. This includes responding to the work of our peers. We will learn an authentic form of peer response that will be of tremendous help to your classmates, will help you with your writing, and build community. This classroom will follow a code of civility, which, in part, embodies mutual respect and tolerance and errs on the side of justice and peace. Your written peer reviews will be a significant part of your participation grade, which I discuss further below.

Reading and Preparation: In order to be effective in this class, you **must read** all of the assigned material and come to class with insights and ideas for discussion. Your journal, discussed below, serves as a wonderful forum for you to develop insights and ideas for discussion. Also, for every class, please bring your journals, notebooks with relevant handouts, and other materials. Also, please do not dispose of any of the work that you have completed in this course.

Attendance Policy: Discussion, in-class writing, and small group work are crucial and frequent in this class. Your active participation demonstrates dedication to this community of learners and your smaller writing groups. You must be willing to demonstrate your willingness to give and receive ideas and feedback, to communicate about collaborative projects, and to support peers. Thus, you are expected to actively participate in all class activities.

Breakdown of grades *GRADED WORK*

Writings :

What are You Burning to Tell the World	30 or 40
Quest:	30 or 20
Journal	20
Short Writings	20

A specific Discussion of Graded Work (See Grade Bundles discussion at the end):

What are you burning to tell the world? ("WAYBTWW"): As mentioned, your writing is going to be a main text for this class. During the first month, you are going devote three weeks to writing a short book. This book should at least spill onto the 9th page (at least 2700 words). Please note that this piece can be as long as you wish, but length does not necessarily mean a good grade or quality. Pieces spilling onto at least the 13 will be counted as 40% of your grade (your quest would then be 20% of your grade). There will be more about pagination when I hand out the assignment.

Quest (comprised of a question, persuasive piece on why this question is important; a literature review, and a rhetorical analysis of the popular situation, and synthesis).

For this piece, I want you to tap into your curiosities. I want you look upon this assignment as a quest, an adventure in which you seek to discover something. You could think of this as "what am I burning to *know* about the world." The purposes of this writing will be to broaden your understanding of the forces that have affected you and your classmates, learn ways in which collectively and individually negotiate meaning, and to familiarize yourself and gain confidence in writing about multiple genres in relation to issues that deeply interests you. The intellectual fuel for this writing can and will come from a number of places, an expansion of one of your shorter essays, a topic discussed by your classmates or in the class readings/podcasts. You will be surprised at how many social, political, and issues will be raised by your classmates in the course writing and discussion. This piece, which will include three parts, a persuasive discussion about why is relevant. Second, a discussion of your research. Third, an analysis of the rhetoric and ideas relating to your topic. Fourth, a synthesis of your ideas and discussion of the complexity embedded in your findings. This should be geared toward an audience outside of this classroom and should be embodiment of your idea or overarching question.

Multimodal Activity (optional—to be discussed—would take the place of the quest). Another option will be to do a multi-modal piece. We will talk more about this when the time comes.

Short Writings (20%): You will doing three shorter writings, each spilling onto the third page. The first piece will be to polish your choice of three in-class writings. The second will be a rhetorically-focused forward to your writing partner's WAYBTWW piece. The third will be an argument that you will post or send to an audience.

Class Participation (10%): To receive all points in this section (10 points a week), I expect you to attend and be actively engaged in all classes, perform the readings, do all of your homework, and interact with your group as a productive member. Active engagement means that I expect you to function as a contributing member to all group and classroom activities, displaying a level of critical thinking and an ability to make constructive contributions to the class and your group members. As we are a community of learners, your absence or inattentiveness will deprive your group and the class of your important insights and opinions. If it is noted that you are not contributing to group discussion or you are otherwise not engaged, your class participation grade will begin to suffer. You'll also lose participation points for every class that you miss. Sometimes in-class writings maybe given to insure that you are reading. Also, it is vital that give peer feedback as peer review will be very important to this project. During peer review sessions, I will ask your peers to staple your review to their draft which will be turned in with their drafts. *A note about Peer Response:* The work that you do within your writing peer groups can be looked upon as a non-hierarchical refuge, a place beyond the reach of the metaphoric red pen. I assess the work here by amount the effort that you put into the work

Journal entries (20 %): You will be asked to make numerous reflections per week. Each entry must be at least 150 words. No worries about spelling or grammar in these entries. Certainly you can take a second look at these pieces to ensure that you're making sense, but don't spend too much time on your journal entries. They should be a gush of sorts, a gush that promotes further thinking.

Other Matters:

Non-Journal Assignment Due Dates (Revisions for short essays, due two weeks after response, Final Revisions for WAYBTTTW/Quest; due Peer Response may vary):

First Essay #1: January 22 (Draft Peer Review 11:59 P.M.)

January 23 (Final draft due)—11:59pm

WAYBTTTW:

January 23 (Topic)

Feb 1 (First pages—peer response)

Feb 6-10 (meetings)

Feb 13 Peer response

Feb 20 Peer response entire draft

Feb 23 Polished draft due

Foreword	Feb 29 (Draft to Partner)
	March 1 (polished Draft)
Quest	March 1 (Topic)
	March 15 (Peer Response)
	March 22 (Polished draft of quest)
Final Writing Theory March 22	
(Short essay #3)	
All Revisions	March 22

Revisions and Assessment: Since this course depends upon revision and assessment of multiple drafts, placing a grade on your initial drafts can interfere with the quality of your revisions. Writers who are doing are keeping up with all work and appear to be progressing well on the major writings can be assumed to have at least a C in the course. I will, however, place a letter grade on your 10+ page book, which you can then revise for a better grade on the portfolio. You will have ample opportunities to revise your work—two formal revisions of your longer work and one formal revision of your shorter pieces. To receive a better grade, revisions generally should go beyond the mere fixing of errors to the improvement of high-order concerns.

Late Essays and Journals: Late essays: Points will deducted for late papers—one letter grade per each week for which it is late, and will be pro-rated as per degree of lateness (i.e. ½ letter grade for three days, 1/3 letter grade for two days etc.). Late Journals: 2 out of 10 points will be deducted for late journals. One more point for each week of lateness. After 3 weeks, you will receive half credit.

See “Attendance Policy,” above, for the effect of absences on your grade. **Failure to attend class is grounds for failing the course.**

***See Grade Bundles Statement for more information.**

Academic Honesty: Academic honesty is essential to learning in college. Cheating and plagiarism are serious violations of the WCC Student Rights and Responsibilities and will result in college disciplinary action such as probation, suspension or expulsion. If you intentionally represent the work or ideas of another as your own, a grade of "F" will be given for that assignment and it will most likely

cause you to fail the course. Worse than all of this, using another's work cheapens the learning that you do in this class and will lessen the experience of your peers as well, thus, short-circuiting your ability to write in this class. This said, there's a difference between intentional and unintentional plagiarism, the latter comes from the failure to cite properly. Intentional plagiarism is often an act of desperation. This class has been constructed for you to succeed. Thus, if you feel overwhelmed, please come see me.

The WCC Writing Center is a helpful resource at any stage of the writing process. Always remember to bring the assignment and your prompt with you when you visit the writing center. The writing center strives to help with any part of your writing assignments. This is an excellent and free service; students who use our Learning Center resources have great results. In addition, WCC has an Online Writing Center available 24 hours a day at <http://writing.whatcom.ctc.edu/center.htm>, and tutors in our campus computer lab area in the library.

Non-discrimination policy, Title IX, and sexual misconduct: WCC does not discriminate on the basis of race, color, national origin, religion, sex, disability, honorably discharged veteran or military status, sexual orientation, genetic information or age in its programs and activities. WCC's discrimination and harassment policy (policy 615) and the student rights and responsibilities policy (WAC 132U-125) strictly prohibit sexual harassment, intimidation, and violence. Anyone who has experienced sexual misconduct is encouraged to contact a WCC counselor in entry and advising (Laidlaw 116) at 360-383-3080 to receive confidential support and learn about reporting options. Any disclosure of such misconduct shared with another faculty or staff member is non-confidential and requires a report to WCC's Title IX coordinator, who has been designated to handle such reports. Inquiries regarding non-discrimination, Title IX, and sexual misconduct policies can be directed to the executive director for human resources, 237 W. Kellogg Road, Bellingham, WA 98226, 360-383-3400.

Chat GPT and AI:

I am currently developing methods and ways to use the tools of AI and Chat GPT in our ways that are useful to our learning and will soon be sharing with you more specific guidelines regarding the usage of these tools. We'll also be discussing them in class. That said, I expect, as has been the case in the internet, you to use your own ideas in drafts and in other materials. An important part of this course is you getting in touch with your own insights and wisdom. To put it more philosophically, writing is one way to express your unique version of humanity that you need to cultivate in order to succeed in this class. The same thing holds for reading a text. Once you this authentic connection with writing and reading, you will be able to use implement to perform organization and other tasks that can help you. I will be amending this section soon. Thanks for your patience!

I very much look forward to working with all of you this quarter!!

Grade Bundles

Grade Bundles: A Breakdown

Bundle

Labor-Based Grading-Grade
Bundles



Grade Bundles: You are all blooming flowers!

Hi All,

Let's not fool ourselves, grades are part of a flawed system. For years, educators have been trying to move away from grading. Writing scholar Pat Belanoff once wrote that "grades are the dirty little thing we do in our office." More and more of my colleagues have moved to work with labor-based grading.

In order to improve equality and decrease barriers and increase your empowerment, I am doing away with my former practice of putting a numeric grade on papers. It's not that I don't think I grade fairly, I do...I think. But it's a power thing. Right? Grade bundles will accomplish everything that the numeric structure does but also will fuel your intrinsic motivation to do work that is important to you. In short, you'll be writing to accomplish your own goals that I will help you to fulfill. Plus, this scenario more closely resembles real-life writing, with you submitting writing and your peers responding.

If this doesn't clarify things for you, I would be happy to answer any questions that you might have! Just let me know. :) So, here's the structure:

A Bundle - To earn an A, you must do the following:

- Complete nine (18) out of (20) Journals (in other words 90% of your journal—there will be in the neighborhood of 20 journals) which includes discussion posts, reading journals, Follow ups on essays.
- Complete each essay assignment (with drafts and revisions).
- Try Hard. Fulfill Class Participation and Attendance.

****Please note that work that has been commented upon but not marked complete can be revised!**

B Bundle - To earn a B, you must do the following:

- Complete eight (16) out of (20) journals (80%), which include discussion posts, reading journals, Follow ups on essays.
- Complete each essay assignment (with drafts and revisions), but you may leave one short essay as incomplete, or complete 80% of the length in your quest and WAYBTTTW.
- Try Hard. Fulfill Class Participation and Attendance.

C Bundle - To earn a C, you must do the following

- Complete seven (7) out of (10) Journals, which includes discussion posts, reading journals, Follow ups on essays. Complete every discussion post (with follow up)
- Complete each essay assignment (with drafts and revisions), but you need to draft short essays and may leave one incomplete and you may write and complete one half of a WAYBTTTW (spilling onto the sixth page leave one short essays as incomplete, or write equivalent to 70% of the pagination on both long essays.
- Try Hard. Fulfill Class Participation and Attendance.

:(Four missing assignments allowed (not including essays))

D Bundle - To earn a D, you must do the following:

- Complete six (6) out of (10) journals, which includes discussion posts, reading journals, Follow ups on essays. Complete every discussion post (with follow up)
- Complete each essay assignment (with drafts and revisions), but you need to draft short essays and may leave one incomplete and you may write one half of a WAYBTTTW (spilling onto the sixth page leave one short essays as incomplete, or write equivalent to 60% of the pagination on long essays.
- Try Hard. Fulfill Class Participation and Attendance.

***Try Hard. Participate! What am I looking for?**

Starting this week, for every two classes missed, you need to attend the Writing Center, either virtually or in person, and get help with your assignments. To do well, you will need to show up for class lessons, discussions, activities, and assignments with a level of professionalism that shows that you are interested and engaged.

You will learn by reading, writing, listening, and talking with others. **How do I know if you are engaging and trying hard?** I can tell when I see you:

- Adopting a Growth Mindset
- Asking questions
- Taking risks
- Engaging with others
- Engaging with the texts
- Making connections
- Embracing the revision process (and trying again when you need to)
- Doing the work

I also expect you:

- Offer respect to fellow writers and scholars
- Do our own work

- Ask for help when we need it
- Show up on time
- Submit work on time
- Embrace mistakes as part of the writing and learning process
- Stay in touch

In closing, I believe that each of you is a universe alive with potential that reaches toward the universal. Each of you arrives on campus having mastered numerous literacies (ways of being in the world) and possessing a great deal of knowledge relating to your places and discourses. Unfortunately, these are wrapped often brilliant literacies, and discourses are wrapped in power structures beyond your control, often causing home languages to be devalued. An anti-racist curriculum works to see the value of the brilliance of all discourses, rather than simply might “Standard English.” There are four factors that we can bring into our classroom to heal this gap and heal the lives represented: 1) An ethic of care or mutual aid (in other words helping each other to succeed. 2) Linguistic Justice; 3) Labor Based Grading (see grade bundles—below); 4) A synthesis of “best practices”. All of these interdependent factors float freely through you your classes at any given time.

I believe that you can and will become good and confident writers if you are not already and that we can always uncover or tap into new capacities and we possess infinite potential within these capacities.

Now, I am by no means a great poet, but I like writing poetry, nonetheless. This summer I wrote this while looking up at the stars thinking of all of you.

Sleep under the Stars

Let It be dark enough
not only to see the Milky Way
but to dissolve into rainbow swirls within it,
twirling in the glorious, infinite, lovely,

groundless depth
of the stable euphoria
of unadulterated clarity.

Glimpse what I feel when I think of you.