ENGLISH 102-01
College Writing II

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Course Description and Goals:

English 102 satisfies three of the six hours of the Reasoning and Discourse (GRD) requirement at UNCG, which asserts that students "gain skills in intellectual discourse, including constructing cogent arguments, locating, synthesizing and analyzing documents, and writing and speaking clearly, coherently, and effectively" (http://uncg.smartcatalogiq.com/en/2016-2017/Undergraduate- Bulletin/University-Requirements/General-Education-Program/General-Education-Core- CategoryMarker-Descriptions).

In addition, **English 102** is designed to meet Learning Goal #1 (LG1) in the UNCG General Education Program. This is the ability to "think critically, communicate effectively, and develop appropriate fundamental skills in quantitative and information literacies" (http://uncg.smartcatalogiq.com/en/2016-2017/Undergraduate-Bulletin/University-Requirements/General-Education-Program).

The following are English 102 student learning outcomes, each of which correspond to both the GRD goals and to LG1:

A. English 102 Student Learning Outcomes:
At the completion of this course, students will be able to:
> 1. Locate and evaluate primary and/or secondary sources;
> 2. Employ sources to advance an informed, cogent argument;
> 3. Construct research-based writing projects that demonstrate focused, independent inquiry.

B. English 102 Speaking Intensive Learning Outcome:
At the completion of this course, students will be able to:
> 1. Speak in genres appropriate to the disciplines(s) of the primary subject matter of the course.

Section Goals:
Our activities in this course will support the Learning Outcomes stated above by focusing on the following specific learning goals:
- Building research project skills (e.g. scaffolding, segmenting, and time management)
- Preparing and delivering an effective speech
- Locating an appropriate genre and responding in it

Additionally, students will be able to answer bigger-picture questions such as:
- What kinds of problems can research solve?
- How can research questions to solve those problems be formed?
- Why should sources be used to support an argument?

Section Description (or, what is the instructor's stake in all this?):
In order to give you an idea of my approach to the course, I offer the following statement of my beliefs:

I regard ENG102 as primarily a skills-based course, to give you experience in using cognitive "tools," which you can then apply in any number of contexts beyond and after the course itself. My values in this course are that critical thinking and analysis skills are crucial to adult life, and that research is a great way to build ideas, opinions, and positions for ourselves—in relation to and conversation with others. I believe that writing and speaking skills are tools, processes more than products, that help us to explore, elaborate, and enact our thoughts. Most importantly, I believe that failure (not in the narrow terms of grading, but in terms of attempting a goal) is a learning process, it is beneficial, and it should be encouraged. Because I regard writing and speaking as processes, it is more interesting to me if you aim for something a little out of reach and fail to obtain it (this time) than if you always opt for the comfort of the sure thing. Take risks in your work. If you achieve them, take more risks. If you don't, try again.

Required Texts:
Blevins, S. Brenta, Lilly Berberyan, and Alison M. Johnson, editors. *Rhetorical Approaches to College Writing.* Hayden-McNeil, 2017. ISBN: 978-0-7380-8249-3
*Booth, Wayne C., Gregory G. Colomb, and Joseph M. Williams. *The Craft of Research*. 3rd ed., University of Chicago Press, 2008. ISBN: 978-0-226-06566-3
Additional documents and links, posted to Canvas

The Craft of Research is available online, for free, via the UNCG Library, at:
http://site.ebrary.com.libproxy.uncg.edu/lib/uncgreen/detail.action?docID=10288700
Should you still wish to purchase a physical copy, I would encourage it; the book is affordably priced.

Grades:
Active Class Participation: 20% *(SI SLO 1)*
Source Analysis: 10% *(SLOs 1, 2)*
Research Project: 50% total *(SLOs 1, 2, 3)*
        Research Project Proposal & Bibliography: 5%
        Research Project First Draft: 10%
        Research Project Revised/Expanded Draft: 20%
        Applied Research Project + Rationale: 15%
Informal Writing Assignments: 5% *(SLOs 2, 3)*
Presentations: 15% total *(SI SLO 1, SLOs 1, 2, 3)*
        Informal Group Presentations: 5%
        Formal Symposium Presentation: 10%

Assignments:
        -General Guidelines for Written Work: All written assignments that need to be typed should be formatted using standard 1" margins on all sides, in Times New Roman 12pt. font. All typed assignments should be double spaced.

        -Late Work: Formal writing assignments turned in late will be *penalized 5% for each day that they are late.* If your assignment isn't uploaded to Canvas by the beginning of class on the day it is due, *it will be counted as late.* No informal assignments are accepted late. Presentation assignments require you to be present to present. Consequently, these are also not accepted late.

-Informal Writing Assignments: Periodically, you will be given informal writing assignments. You may be asked to post to a Canvas discussion board, or to bring something written into class. You will be given instructions for these assignments in advance. Informal writing assignments also include peer review responses, and the Research Narrative. These assignments are informal because they are not given grades; you receive credit for completing the assignments. In order to receive credit, you are expected to have them fully completed by the start of class.

-Formal Writing Assignments: There are two categories of formal writing assignments, essentially. First there is the **Source Analysis** assignment (3 pages) (SLOs 1 and 2), which is designed to give you practice at many aspects of *dealing with* sources. This includes finding sources, evaluating sources, reading and understanding sources, and using sources in service of your own arguments. But despite all these wonderful things, it doesn't involve independent research. For that, we need to get to the **Research Project** (SLOs 1, 2, and 3). This is a long-term project on a topic of your choosing that you will pursue for the majority of the semester. It has several phases: first, a proposal (2 pages) and bibliography (1 page), which sets the groundwork for pursuing the project as a whole. Next comes an initial written draft of the research project (4 pages) where you will begin to develop the project at length. After receiving feedback on that draft, and taking into account your own goals for the project, you will write a revised and expanded version of the draft (8 pages), bringing it to its fullest expression. Finally, you will apply your research to a practical situation, and offer a rationale for the choices you made in doing so (4 pages). More detailed prompts will be given for all of these assignments, in advance.

Please note that *none of these page counts includes a Works Cited page*. You will be given a more detailed prompt for each formal assignment that discusses its requirements in advance. Each formal assignment will require you to submit both a draft to class for peer review activities, and a revised draft to me for a grade. Formal assignments will be submitted online to our course Canvas site. In order for them to be counted on-time, they will need to be uploaded by the start of the class period when the essay is due.

-Presentation Assignments (Formal and Informal): The Speaking-Intensive designation that this course carries requires "speaking as a means of learning via one of a variety of oral contexts, including interpersonal communication, small group communication, and public communication (presentational speaking)." We will be employing all of these in this course, in both informal (ungraded) and formal (graded) contexts. Beyond the speaking practice you will receive from participation (see below), you will have the opportunity for two informal presentations to your small group, in addition to the final, formal presentation (Symposium) in the final weeks of class. In each instance, as with the writing assignments, detailed prompts will be given in advance.

Participation Guidelines:

Active class participation counts for 20% of your grade. Especially in a Speaking-Intensive course, being fully present in a class and interacting in the class is essential to your learning. To ensure you receive credit, you need to participate regularly in all discussions and course activities. You will also need to participate fully in small group activities.

Participation includes: following and participating in discussions, volunteering to read aloud, group work, completing in-class writing assignments, and bringing your readings to class every time we meet. It also

includes abiding by the electronics policy. It also includes attentive listening and conscientious, respectful behavior toward the other members of our classroom community. You will be asked to evaluate your own participation at the end of the semester, and while I reserve the right to make the final determination about participation grades, your evaluation will be a significant part of my determination.

IMPORTANT CLASS POLICIES

A Note on Emailing Me:
I check email from 9a – 5p, Monday through Friday, and make every effort to respond to you within 48 hours. If I don't respond in that time window, please re-send your email. The number one cause of missing emails to me is the misspelling of my last name, so be sure to check it against the syllabus.

Electronics Policy:
All cell phones, smart phones, and iPods should be turned completely off and put away in your bag before class begins. If you foresee an emergency that will require you to access your cell phone, you must notify me at the beginning of class and I will use my discretion. The first time the electronics policy is violated (such as a phone ringing during class or if a student is caught texting or online), that student will be given a warning. The second and subsequent times, the student will be asked to leave the class and will be counted absent for the day.

Laptops, tablets, or other internet-enabled devices may be used in class to take notes pertaining to our class, to view documents on our Canvas website, or to engage in class-related activities as approved by me. Any student who uses a laptop for any activity not relevant to this course during class time will not be allowed to use a laptop in class again. To be perfectly clear: one violation means no laptop use.

Attendance/Lateness Policy:
Students in MWF classes are allowed a maximum of three absences without a grade penalty. Your fourth absence will cause a quarter (5%) of your participation grade to be deducted. Your fifth absence will cause half (10%) of your participation grade to be deducted. Students who miss six classes on a MWF schedule will fail the course. This attendance policy does not differentiate between "excused" and "unexcused" absences; thus, it is the student's responsibility to plan for absences within the policy concerning program fieldtrips, athletic events, work-related absences, advising sessions, minor illnesses, family and/or friend events, etc. For this English course, the College Writing Program's attendance policy supersedes any other.

Students are by state law allowed two excused absences due to religious holidays. These absences do not count toward the total maximums allowed above. If a student plans to miss class due to a religious holiday, he or she must notify the instructor in writing at least 48 hours prior to the absence.

Being on time for class is equally important. *If you are late three times I will count that as an absence; arriving more than 15 minutes late counts as an absence.* Also, a pattern of lateness will affect your grade negatively. I will take attendance once at the beginning of class. If you come to class late, it is your responsibility to inform me at the end of class; otherwise, you will be marked absent.

Finally, certain actions are required for attendance: for example, bringing essay drafts to a peer review class day. If you don't bring a draft, you can't complete the class activity for that day; as a consequence, you will be marked absent. The same goes for conferences: since these are equivalent to class time, missing a scheduled conference means being marked absent.

Extenuating Circumstances and Absences:
If you have extenuating circumstances such as a death in the family, chronic illness/injury requiring prolonged medical treatment, prolonged psychological issues, etc., then you should immediately contact the Dean of Students Office for advocacy (http://sa.uncg.edu/dean/). You can use that department email, (deanofstudents@uncg.edu) and provide your name, your UNCG ID number, a telephone number that you can be reached, and a general description of why you would like to meet with a staff member. If your situation is urgent, you may opt for a walk-in appointment (Monday – Friday from 9:00 am to 4:00 pm), and the staff will connect you with the appropriate person as soon as possible. The Dean of Students office is located on the second floor of the Elliott University Center (EUC).

Behavior Tied to This Course:
Respect for others and their ideas is expected in this course. Therefore, disruptive and disrespectful behavior will not be tolerated, and action to deter it will be taken. The UNCG Disruptive Behavior Policy describes words and deeds as follows:

> "Disruptive is behavior which the UNCG regards as speech or action which 1) is disrespectful, offensive, and/or threatening, 2) impedes or interferes with the learning activities of other students, 3) impedes the delivery of university services, and/or 4) has a negative impact in any learning environment. Disruptive behavior includes physically, verbally or psychologically harassing, threatening, or acting abusively toward an instructor, staff member, or toward other students in any activity authorized by the University. Disruptive behavior also includes any other behavior covered by the Student Conduct Code."

For the entire policy, go to http://sa.uncg.edu/handbook/wp-content/uploads/disruptive_policy.pdf

Academic Integrity:
"Academic integrity is founded upon and encompasses the following five values: honesty, trust, fairness, respect, and responsibility. Violations include, for example, cheating, plagiarism, misuse of academic resources, falsification, and facilitating academic dishonesty. If knowledge is to be gained and properly evaluated, it must be pursued under conditions free from dishonesty. Deceit and misrepresentations are incompatible with the fundamental activity of this academic institution and shall not be tolerated" (from UNCG's Academic Integrity Policy). To ensure that you understand the university's policy on academic integrity, review the guidelines and list of violations at http://academicintegrity.uncg.edu. I expect you to abide by the Academic Integrity Policy. Incidents of cheating and plagiarism are reported to the Dean of Students and sanctions are aligned with the policies at http://sa.uncg.edu/dean/academic-integrity/violation/plagiarism/.

In addition, you must always properly document any use of another's words, ideas, images, or research both in the text and in a Works Cited/Bibliography. Failure to properly document is a form of plagiarism and may earn a zero on an assignment. *If you are unsure what constitutes a violation of the Academic*

Integrity Policy, PLEASE ASK! A first violation of the Academic Integrity Policy results in automatic failure of the assignment. A second violation results in automatic failure of the course and a recommendation for suspension from the University.

The point of this class is to help you to hone a skill that you will need to be successful in college and in life thereafter. I am interested in your development as a writer, your ability to compose and analyze texts, and express original thought. The bottom line is: no one learns anything from plagiarism. This more than anything else makes it a fundamental disappointment to the goals of the course, and to me.

RESOURCES FOR UNC GREENSBORO STUDENTS

The Office of Accessibility Resources:
Students with documentation of special needs should arrange to see me about accommodations as soon as possible. If you believe you could benefit from such accommodations, you must first register with the Office of Accessibility Resources and Services (http://ods.uncg.edu/) on campus before such accommodations can be made. The office is located on the second floor of the Elliott University Center (EUC) in Suite 215, and the office is open 8am to 5pm, Monday - Friday. Telephone: 334-5440; e-mail: oars@uncg.edu.

The Student Success Center:
The Student Success Center (http://success.uncg.edu/) offers free services to the entire UNCG undergraduate community and is located in McIver Hall, room 104. For information and support, contact the Student Success Center by phone: 334-3878 or email: mailto:tasp@uncg.edu.

The Multiliteracy Centers:
These three centers serve to support students in working in various modes and media. They include: The University Writing Center (https://writingcenter.uncg.edu/), for all kinds of writing, The University Speaking Center (https://speakingcenter.uncg.edu/), for all kinds of oral presentations, and The Digital Act Studio (http://digitalactstudio.uncg.edu/) housed in the Digital Media Commons (http://library.uncg.edu/spaces/dmc/index.aspx), for all kinds of digital and multimedia projects. You are encouraged to take advantage of all of these centers, *throughout the semester.* Note that the Speaking Center requires appointments to be made at least two days before your presentation.

COURSE SCHEDULE

Schedule is subject to change, with prior notice.
Abbreviations: (RA) = *Rhetorical Approaches*, (CoR) = *Craft of Research*

Week 1	Questions
	M Aug 22 – Welcome & Course Introduction

W Aug 24 – Read "Thinking about Questions" & Course Syllabus (Canvas PDFs)

F Aug 26 – Read "Thinking in Print" (CoR pp. 3-15); "Analysis: What It Is and What It Does" (Canvas PDF)

Week 2	Rhetorical Research

M Aug 29 – Read Blevins, "An Introduction to Rhetoric" (RA pp. 3-17); "Connecting with Your Reader" (CoR pp. 16-27)

W Aug 31 – Read Winner, "Do Artifacts Have Politics?" (Canvas PDF)

F Sep 2 – Read Dale, "Conducting Academic Research" (RA pp. 124-134)
Library visit, Class meets in library, CITI Lab

Week 3	Rhetorical Research, cont.

M Sep 5 – **NO CLASS, Labor Day**

W Sep 7 – Read Compton, "Rhetorical Elements of Academic Citation" (RA pp. 154-166); "The Ethics of Research" (CoR pp. 273-276)

F Sep 9 – **Source Analysis Due**

Week 4	Conferences

M Sep 12 – Conferences, normal class cancelled – **meet in my office** – before your conference appointment, read Rae Ann Meriwether, "Conferencing Rhetorically" (RA pp. 195-197), and "From Topics to Questions" (CoR pp. 31-50). Bring your topic and a draft of your question.

W Sep 14 – Conferences, normal class cancelled

F Sep 16 – Conferences, normal class cancelled

Week 5	Laying a Research Foundation

M Sep 19 – Read "From Questions to a Problem"; "From Problems to Sources" (CoR pp. 51-83)

W Sep 21 – Read UNC Writing Center's "Annotated Bibliographies"; USC Libraries Research Guides' "Writing a Research Proposal" (Canvas Links)
http://writingcenter.unc.edu/handouts/annotated-bibliographies/

http://libguides.usc.edu/writingguide/researchproposal
Peer Review Research Project Proposal/Bibliography in small groups

F Sep 23 – **Research Project Proposal/Bibliography Due**

Week 6	Gathering Materials for Research

M Sep 26 – Read "Working With Sources" (CoR pp. 84-101)

W Sep 28 – Read one peer-reviewed source from your bibliography; "Planning" (CoR pp. 177-186)

F Sep 30 – Read UNC Writing Center's "Speeches" (Canvas Link); "Drafting Your Report" (CoR pp. 187-202)
http://writingcenter.unc.edu/handouts/speeches/
Informal presentation: Present source you read for Wednesday in small groups

Week 7	Drafting Written Research

M Oct 3 – Read "Making Good Arguments" and "Making Claims" (CoR pp. 105-129); Dolive, "Staying on Track With Your Thesis" (RA pp. 77-82)
Research Narrative Due

W Oct 5 – Read "Assembling Reasons and Evidence" and "Acknowledgements and Responses (CoR pp. 130-151)

F Oct 7 – Peer Review Research Project First Draft

Week 8	Drafting Written Research, cont.

M Oct 10 – Read "Introductions and Conclusions" (CoR pp. 232-248)

W Oct 12 – Read Sorenson, "Personal Voice and Style in Academic Discourse" (RA pp. 88-94)

F Oct 14 – **Research Project First Draft Due**

Week 9	Extending a Research Project

M Oct 17 – **NO CLASS, Fall Break**

W Oct 19 – Find and read a new source to add to your project

F Oct 21 – Informal presentation: Present plan for expansion to small group

Week 10	Pursuing Significant Revision
	M Oct 24 – Read Schlachte (hello!), "Re-Seeing Revision" (RA pp. 109-116) W Oct 26 – Read "Revising Your Organization and Argument" (CoR pp. 203-212) F Oct 28 – Read "Revising Style" (CoR pp. 249-269)
Week 11	Extending a Research Project, cont. – Into New Forms
	M Oct 31 – Peer Review Expanded/Revised Drafts in pairs – **swap work by 5pm Sat. 10/29** W Nov 2 – Introduction to end-of-semester Symposium; begin thinking about how to present your research F Nov 4 – **Research Project Expanded/Revised Draft Due**
Week 12	Practical Applications of Research
	M Nov 7 – Read "Understanding Genres" (Canvas PDF) W Nov 9 – Find an example of a text in your genre, read it, and bring it to class F Nov 11 – Computer Work Day – meet in MHRA1305 to work on Applied Research Project
Week 13	Conferences 2
	M Nov 14 – Conferences, normal class cancelled – **meet in my office** – before your conference appointment, re-read Rae Ann Meriwether, "Conferencing Rhetorically," (RA pp. 195-197), and bring applied project proposal W Nov 16 – Conferences, normal class cancelled F Nov 18 – Conferences, normal class cancelled
Week 14	Research—Applied!
	M Nov 21 – **Applied Research Project + Rationale Due** W Nov 23 – **NO CLASS, Thanksgiving Break** F Nov 25 – **NO CLASS, Thanksgiving Break**

Week 15	Symposium
	M Nov 28 – Research Symposium, Groups 1 & 2 present W Nov 30 – Research Symposium, Groups 2 & 3 present F Dec 2 – Research Symposium, Groups 4 & 5 present
Weeks 16 / 17	**Symposium, Cont.**
	M Dec 5 – Research Symposium, Group 6 presents; final reflections **Last Day of Class** M Dec 12 – ENG102-01 Final, 8a-11a