

ENG 102 College Writing II
Saint Martin's University
Fall Session 2012, TR 1-2:20 pm Section A1 Library Classroom


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&

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Dr. Archibald's Office Hours
Mondays: 1-4 pm
Fridays: 11-12; 1-2 pm
Other hours by appointment.

Other Materials:
Dictionary and 4 manila folders
(Folders are for Project 1, Project 2, Project 3, and Project 4).



Texts

Bloom, Lynn, and Edward White. *Inquiry: Questioning, Reading, and Writing*. 2nd ed. Upper Saddle River, NJ: Pearson/Prentice Hall, 2004.

Bullock, Richard, and Francine Weinberg. *The Little Seagull Handbook*. New York: W.W. Norton, 2011.

Graff, Gerald, and Cathy Birkenstein. *They Say, I Say: The Moves That Matter in Academic Writing*. 2nd ed. New York: W.W. Norton, 2010.

Course Description:

ENG 102 College Writing II is a one-semester course that offers you further opportunities to engage in and to examine critically that form of nonfiction called the “essay.” As with ENG 101 College Writing I, College Writing II is designed to develop reading, writing, and thinking skills you will need in many university courses. Its purpose is to augment and further refine the writing skills developed in College Writing I and to provide practice in writing various examples of argumentative essays supported by research. A fundamental assumption upon which the course is based is that, in order to write clearly, one must think clearly; therefore, the two processes, thinking and writing, are interwoven throughout all the work of the course. The readings assigned should be used to generate topics and serve as material for essays and research.

Goals: ENG 102 College Writing II is designed to enable students:

1. To experience and practice thinking, reading, and writing as essentially related activities, with the assumption that, in order to write effectively, one must think clearly and read critically.
2. To develop a critical awareness of oneself as a writer.
3. To develop and practice strategies to approach various kinds of writing assignments in several disciplines.
4. To develop and practice skills in research, including online research.
5. To develop and practice skills in writing the argumentative essay.
6. To develop and practice skills in research documentation.
7. To understand writing as a creative and cyclical process of planning, drafting, and revising.
8. To further develop skills in using computers effectively for writing assignments.
9. To transfer the abilities and skills learned in this course to other areas of life, both academic and non-academic.

Expectations:

1. **Attendance.** You are expected to attend each class and come to class on time. You are also expected to attend writing conferences with me when they are scheduled during class time. Repeated absence and/or excessive lateness will affect the Daily Work grade and your total grade in this course. Excessive absences will result in a final grade of D or lower. Six absences means a final grade of no higher than D. Seven absences means a final grade of no higher than D-. Eight or more absences means failing the course. It is important to realize that missing class will affect your course grade. Missing a conference meeting scheduled during class time (two are scheduled during the semester) is counted as missing class for that day. A total of 30% of your grade is based on daily activities we do. The easiest way to fail the course is not to attend class.
2. **Class Preparation.** You should come to class with all assignments carefully read and be prepared to actively engage yourself in all class activities. These activities include thinking, listening, speaking, and writing involving such projects as individual writing activities, small group work, and large group discussion.
3. **Due Dates.** You are expected to honor all due dates for reading and writing assignments.
4. **Writing Assignments.** Writing assignments will include in-class writings, pre-writing activities, drafts, revisions, and completed essays. In this class your major projects are three research-based essays (with multiple draft deadlines) and an annotated bibliography. Failure to do one or more of these assignments means failure of the course. Alongside other due dates, you will present these writing projects to me at the end of the semester in a manila folder that I call a “portfolio.” *Your final (called a portfolio letter) involves writing an evaluation in the form of a letter on your major writing assignments inside this portfolio. To pass the course, portfolios must have the three assigned essays, the annotated bibliography, and the final.*
5. **ALL WORK FOR THE COURSE MUST BE COMPLETED BY THE FINAL TO BE INCLUDED IN YOUR GRADE FOR THE SEMESTER.**
6. **Folders.** You are expected to turn in final drafts of each project in a manila folder. Additional material in the folder must also include first drafts with peer response forms attached and xeroxed copies of library sources used.
7. **Essay Guidelines.** Unless otherwise indicated, completed essays must be typed, double-spaced, and written in writing conventions appropriate to academic writing. First drafts of essays should also be typed. If you wish my comments on your piece prior to revision, first drafts must meet stipulated first draft due dates.
8. **Workshopping Essays.** Several of your writing assignments will be structured around the premise that, prior to revision, your first drafts will be “workshopped” (read, with suggestions for improvement given) by class members. You are expected to participate in peer writing group workshops. Participation means that you are in attendance, have a complete draft to share, and will give feedback in the workshop to student writings. Students who do not fully participate in these writing workshops have an immediate grade reduction of one letter grade in the essay’s final evaluation.
9. **Computer Classroom.** This is a writing course that will spend class days in a computer-supported classroom. A requirement of this class is that, when we meet in the computer classroom for research and/or writing activities, all students will work on the computers in the room. Another requirement is that all students must have university email accounts. If any of these requirements will not work for you, you need to transfer to another class.
10. **Course Texts.** To be in this class, students must purchase course texts and bring these to class on the days material has been assigned for discussion.
11. **Activities in the Library.** You are expected to fully participate in activities and workshops scheduled during class time in the library classroom. Full participation means you are in attendance and are actively engaged in the tasks assigned during the entire class period
12. **Academic Honesty.** All work must be original (your own) and, when needed, properly documented. Even though you will occasionally work in groups on writing activities with other class members, I expect all essays and other written assignments to be the product of your own work, unless otherwise stated. Research sources must be properly cited following documentation criteria established in the course. This class abides with the university’s policy on plagiarism as detailed in the university’s *Student Handbook*. If you plagiarize, you will receive an F on the assignment, you may receive an F for the course, and the university may take disciplinary action against you.

Special Arrangements

If you need course adaptations or accommodations because of a disability, if you have medical and/or safety concerns to share with me, or if you need special arrangements in case the building must be evacuated, please see me as soon as possible.

Evaluation

1. Daily work (completion and discussion of reading assignments; essay summaries; listening, thinking, and speaking activities; writing group work) = 30%
2. Portfolio (completed essays and other major projects; see information on Portfolio Grading below for specifics) = 70%

Portfolio Grading

I use portfolio grading to assess your progress in developing writing skills and to evaluate the quality of your essays during the semester. Your portfolio is a manila folder of writings you have collected during the course. Material in the portfolio will include final drafts of all four major research projects and a portfolio letter (your final). **To pass the course, portfolios must have the three assigned essay, the annotated bibliography, and the letter.** Portfolios will be turned in at the final.

“A” portfolios will contain work of impressive quality that demonstrates thorough, thoughtful analysis and assignment interpretation. The quality of the ideas in the portfolio’s writings is truly outstanding and demonstrates attention to comments from peers and me. The pieces evidence an excellent command of standard academic conventions. You have been successful in meeting all due dates for drafts, including those for writing group workshops.

“B” portfolios will contain work of impressive quality that demonstrates thorough analysis and good assignment interpretation. The quality of the ideas in the portfolio’s pieces will be good. The material evidences at least a good command of standard academic conventions. You have been successful in meeting all due dates for drafts, including those for writing group workshops.

“C” portfolios will contain work that has interpreted the assignment correctly and is of adequate quality. Pieces demonstrate attention to the assignment but don’t go beyond it in any substantive way. The material evidences at least an adequate command of standard academic conventions.

“D” and “F” portfolios will contain work that evidences inadequate attention to ideas, to specifics of each assignment, and/or to standard academic conventions.

Summaries of Essays

Essays that you read in *Inquiry* are summarized in a 4-5 sentence paragraph and posted in the class’s Moodle program no later than 10 minutes before the class begins on the day the summary is due – that is, no later than **12:50 pm** of the day indicated on the course syllabus. After this time, the opportunity to post essays on Moodle closes. I accept no essays sent to me via email, and I accept no printed summaries handed to me. During the semester, you are allowed to miss up to **three** summaries without penalty.

Quizzes


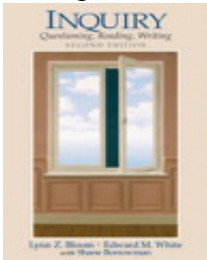
Quizzes may be given on essays that have been assigned for reading. Quizzes can only be made up if you have a doctor’s written excuse or if you have made prior arrangements to be absent.



O’Grady Library, View from Reference Desk

ENG 102 COLLEGE WRITING 2

SYLLABUS Fall 2012

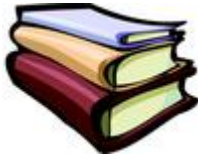

DATE	FOCUS	ASSIGNMENTS DUE TODAY
Aug. 28	<p>Introductions, course and computer classroom</p> <ul style="list-style-type: none"> • How to use Moodle • Moodle exam; you will need <i>The Little Seagull Handbook</i> to complete this online exam, which is due Sept. 6. 	<p>Purchase the three course tests.</p>
Aug. 30	<ul style="list-style-type: none"> • In-class writing: You and writing  <p>Fundamental aspects of research.</p>	<ul style="list-style-type: none"> • Activate SMU email account (<u>to be in this class you are required to have and to use a university email account</u>) at the Reference Assistance Desk in the library. • Read the first 6 pages of “On Being a Cripple” (24+). Stop at the end of p. 29. • Doing Research, Choosing Topics, Drafting a Thesis. Read <i>Seagull Handbook</i>, pp. 68-74 (no summary required). Take your time to read carefully and absorb this reading. Research-based writing underpins all essay assignments in this course.
Sept. 4	<p>Essay discussion: The Body Evaluating sources Project One assigned.</p> 	<ul style="list-style-type: none"> • Finish “On Being a Cripple” (24+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • Evaluating Sources. Read <i>Seagull Handbook</i>, pp. 77-79 (no summary required). Take your time to read carefully and absorb this reading. This section focuses on how to determine if your source is reliable.


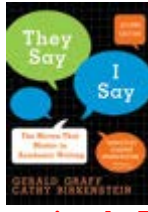


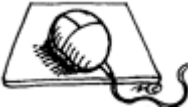
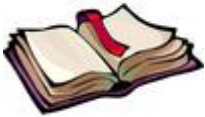
“Science and Charity”
Picasso, 1897


(painted at age 16)
At the Museu Picasso
Barcelona, Spain


Sept. 6	<p>Essay discussion: The Body</p> <ul style="list-style-type: none"> • Reading w/ a Critical Eye <p>Project 1: For the next three days you will be finding sources for Project 1. Today -- find an online journal article in the library’s online databases that will be a source in your report. Take step-by-step notes on</p>	<ul style="list-style-type: none"> • Exam on Moodle due. • Read “Under the Influence: Paying the Price of My Father’s Booze” (521+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class.
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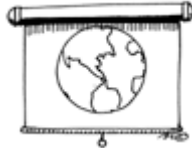

	<p>finding this source. Print it and be prepared to share information from it at the next class meeting. You will use this as one of your sources in a written report due Sept. 22.</p> <ul style="list-style-type: none"> • JOURNAL ARTICLE MUST BE AT LEAST 7 PAGES LONG, BE FROM A PEER-REVIEWED JOURNAL, AND HAVE ITS OWN BIBLIOGRAPHY. 	<ul style="list-style-type: none"> • Reading Sources with a Critical Eye. Read <i>Seagull Handbook</i>, pp. 79-82 (no summary required). Take your time to read carefully and absorb this reading. This section suggests ways to read library sources. 
DATE	FOCUS	ASSIGNMENTS DUE TODAY
Sept. 11	<p>Essay discussion: The Body</p> <p>2nd day of 3-day research project. Today -- find a journal article that will be a source in your report. This journal article perhaps will be available in the Saint Martin's University Collection. <u>Take step-by-step notes on finding this source.</u> Xerox a copy and be prepared to share information from it at the next class meeting.</p> <p>JOURNAL ARTICLE MUST BE AT LEAST 7 PAGES LONG, BE FROM A PEER-REVIEWED JOURNAL, AND HAVE ITS OWN BIBLIOGRAPHY.</p>	<ul style="list-style-type: none"> • Read Terry Tempest Williams' "The Clan of the One-Breasted Women" (411+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • The Art of Quoting. Read <i>They Say, I Say</i>, Chapter 3, pp. 42-51 (no summary required). Take your time to read carefully and absorb this reading. Valuable chapter on how to integrate quotes and paraphrases.
Sept. 13	<p>Essay discussion: The Body</p> <p>3rd day of 3-day research project. Today -- find a book that will be a source in your report. Take step-by-step notes on finding this source. Xerox the title page and the chapter that you will use in your essay.</p>	<ul style="list-style-type: none"> • Read Anderson's "Genetics and Human Malleability" (688+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class.  <ul style="list-style-type: none"> • Integrating Sources & Avoiding Plagiarism. Read <i>Seagull Handbook</i>, pp. 82-88, 90-92 (no summary required). More information on quoting and paraphrasing
Sept. 18	<p>Essay discussion: The Body</p> <p>MLA style for documentation of in-text quotes and paraphrases.</p> <p>HAVE PROJECT 1 COMPLETED FOR A WRITING WORKSHOP ON THURSDAY.</p>	<ul style="list-style-type: none"> • Read Anne Fadiman's "Under Water" (158+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • Skim <i>Seagull Handbook</i>, pp. 93-103 (no summary required). This section of the handbook is your source for doing in-text citations.

DATE	FOCUS	ASSIGNMENTS DUE TODAY
Sept. 20	<ul style="list-style-type: none"> • Getting ready for next set of readings and project. • Works Cited page • Peer Writing Group Workshop 	<p>Complete draft of Project 1 due. <u>Bring 3 copies of essay to class.</u> The draft you give me at the end of the workshop must be in a folder with copies of all sources, research notes, and all reader response forms that were completed by your peers in today's workshop.</p> <ul style="list-style-type: none"> • Doing a Works Cited Page. <u>Skim <i>Seagull Handbook</i>, pp. 103-136.</u> This section provides essential material for doing your Works Cited in all projects.
Sept. 25	<p>No class. Conferences with me in my office, upper level library room U3.</p> <p>Note assignment due in Moodle today at 12:50 pm.</p> <p>This essay begins our second course's theme: Education/Schooling</p>	<ul style="list-style-type: none"> • Read Rose's "I Just Wanna Be Average" (53+). Summary of essay (1 paragraph) due in Moodle prior to 12:50 pm today.  <ul style="list-style-type: none"> • The Art of Connecting the Parts. Read <i>They Say, I Say</i>, Chapter 8, pp. 105-120. (no summary required). Take your time to read carefully and absorb this reading which focuses on strategies for transitions, backward references, and repetition.
Sept. 27	<p>No class. Conferences with me in my office, upper level library room U3.</p> <p>Note assignment due in Moodle today at 12:50 pm.</p> <p>The assigned essay continues our course theme: Education/Schooling</p>	<ul style="list-style-type: none"> • Read Rodriguez's "Aria: Memoir of a Bilingual Childhood" (108+). Summary of essay (1 paragraph) due in Moodle prior to 12:50 pm today. • Sentences. Read/review at some point in the next few days: <i>Seagull Handbook</i>, pp. 230-60, on sentence construction, subject/verb agreement, pronoun references, parallelism, and unnecessary shifts.
Oct. 2	<p>Essay discussion of last week's two essays on the theme of Education/Schooling</p> <p>Connecting the parts in your paper.</p> <p>Developing a thesis.</p>	<ul style="list-style-type: none"> • The Art of Connecting the Parts. <ul style="list-style-type: none"> • <u>Read <i>They Say, I Say</i>, pp. 232-233.</u> • Review Chapter 8 (originally assigned on 9/25) and prepared to discuss it in class today. • Language. Read/review at some point in the next few days: <i>Seagull Handbook</i>, pp. 232-81, on using words appropriately. Worthwhile section.

DATE	FOCUS	ASSIGNMENTS DUE TODAY
Oct. 4	<p>Essay discussion: Education/Schooling</p> <ul style="list-style-type: none"> • Writing an annotated bibliography • Project Two assigned • Potential topics • Thesis construction for P 2 	<ul style="list-style-type: none"> • Read Richard Wright’s “The Power of Books” (99+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. <p>Annotated bibliography. Read <i>Seagull Handbook</i>, pp. 54-58 (no summary required). This is optional reading. Some of this material is directly applicable to your annotated bibliography assignment; some of it isn’t, but most, if not all, can be useful for courses you take in the future.</p>
Oct.9	<ul style="list-style-type: none"> • Final draft of Project One due. • Four-day research project: Create an annotated bibliography (with summary and evaluation) of four potential sources focusing on the subject of “Education/Schooling.” • Today -- find an online journal article dealing with your argumentative thesis. Take step-by-step notes on finding this source. Print a copy and create an annotated bibliographic entry. 	<p>Final draft of Project 1 due</p> 
Oct. 11	<p>Fall Break. No Class.</p>	<ul style="list-style-type: none"> • Punctuation. Read/review <i>Seagull Handbook</i>, pp. 282-314, on commas, semicolons, end punctuation, quote marks, apostrophes, hyphens, capitalization, italics, abbreviations, and number usage. Important reading? -- very!
Oct.16	<ul style="list-style-type: none"> • Essay discussion: Education/Schooling • Introducing quotes <p>2nd day of four-day research workshop: Today -- find a journal article, perhaps available in the Saint Martin’s University Collection that will support your argument. Take step-by-step notes on finding this source. Xerox a copy and create an annotated bibliographic entry. JOURNAL ARTICLE MUST BE AT LEAST 7 PAGES LONG, BE FROM A PEER-REVIEWED JOURNAL, AND HAVE ITS OWN BIBLIOGRAPHY.</p>	<p>Read Tannen’s “The Roots of Debate in Education and the Hope of Dialogue” (429+). Summary of essay due in Moodle prior to the beginning of class today.</p> <ul style="list-style-type: none"> • The Art of Introducing What Sources Say. Read <i>They Say, I Say</i>, pp. 19-29 (no summary required). A very valuable chapter when you complete Projects 2-4. Also take a look at the templates on pp. 221-23. 

DATE	FOCUS	ASSIGNMENTS DUE TODAY
Oct. 18	<ul style="list-style-type: none"> • Workshopping first two bibliographic entries <p>3rd day of four-day research workshop: Statistics... Today -- find a chapter from a reference with statistical information that will support your argument. Take step-by-step notes on finding this source. Print a copy of the page(s) of statistical information. Create an annotated bibliographic entry for this source.</p>	<ul style="list-style-type: none"> • Be prepared to turn in your first two bibliographic entries with copies of your sources attached to each. The entries should be written in MLA format, with summary and evaluation of articles included. To get full credit for this part of the project, you <u>must</u> 1) follow formatting procedures as detailed in assignment sheet; 2) follow all requirements for the sources that you use, as detailed in assignment sheet; and 3) have copies of your sources attached. This assignment is only collected today. No late papers accepted.
Oct. 23	<ul style="list-style-type: none"> • Essay discussion: Values • What an annotated bibliographic entry looks like for your statistical source. <p>Last day of four-day research workshop: Today -- find a book that will be a source in your argumentative paper. Take step-by-step notes on finding this source. Xerox the title page and the chapter. Create an annotated bibliographic entry.</p> <ul style="list-style-type: none"> • (Finish Project 2 for Peer Writing Group Workshop Thursday) 	<ul style="list-style-type: none"> • Read Sanders' "Inheritance of Tools" (503+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • Writing argument Read <i>Seagull Handbook</i>, pp. 32-7 (no summary required). Pages 34-37 are especially valuable for presenting possibilities to organize arguments.
Oct. 25	<ul style="list-style-type: none"> • Project 3 assigned: Argumentative essay: Education; Schooling. Due Nov. 8. <p>Peer writing group workshop for Project 2.</p> 	<p>Complete draft of Annotated bibliography due (including research log detailing research). Have with you 3 copies. The draft that you give me at the end of the workshop must be in a folder with copies of all sources, research log, and all reader response forms that were completed by your peers in today's workshop.</p>
Oct. 30	<ul style="list-style-type: none"> • Essay discussion: Values • Anticipating objections to your argument • Outlining Project 3 argument 	<ul style="list-style-type: none"> • Read King's "Letter from Birmingham Jail" (388+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • Skeptics May Object. Read <i>They Say, I Say</i>, pp. 78-91 (no summary required). This chapter offers suggestions on how to anticipate objections to your argument and how to represent them fairly. Also take a look at the templates on pp. 228-230

DATE	FOCUS	ASSIGNMENTS DUE TODAY
Nov. 1	<ul style="list-style-type: none"> • First page of Project 3 argument due. • Saying why it matters • Paraphrase & direct quotes workshop. <u><i>Inquiry</i> book required today for workshop</u> 	<ul style="list-style-type: none"> • First page of Project 3 argument due. • Read Fallows’ “Why Mothers Should Stay Home” (287+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • Saying Why It Matters. Read <i>They Say, I Say</i>, pp. 92-101 (no summary required). This chapter focuses on reasons you need to explain why your argument is important and possible strategies for how to accomplish this essential aspect of argument. Also take a look at the templates on pp. 230-31. • Review <i>Seagull Handbook</i> and <i>They Say, I Say</i> sections on quoting.
Nov. 6	<ul style="list-style-type: none"> • Project 4 assigned: Ethics in your field of study • Conducting research for a suitable topic for Project 4. • ...working on generating a good thesis statement for Project 4. 	<ul style="list-style-type: none"> • Final draft of annotated bibliography due (Keep copies of sources out of this final folder if they are used in Project 3) • Read “Society of Professional Journalists Code of Ethics” (243+) Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. • Review <i>Seagull Handbook</i> and <i>They Say, I Say</i> sections on quoting.
Nov. 8	<ul style="list-style-type: none"> • Writing Group Workshop 	<p>Complete draft of Project 3 due . Have with you 3 copies of your essay. The draft you give me at the end of the workshop must be in a folder with research log, copies of all sources and all reader response forms that were completed by your peers in today’s workshop.</p> <p>Begin research for Project 4 -- have thesis sentence ready for conferences the following week.</p>
Nov. 13	<p>Conferences. No class meeting. I will be returning Project 2 and sharing comments on Project 3. You will be sharing research and thesis statement for Project 4.</p>	<ul style="list-style-type: none"> • Read Margaret Mead’s “Warfare Is Only an Invention—Not a Biological Necessity” (654+). Summary of essay (1 paragraph) due in Moodle by 12:50 today. • (working on generating a clearly stated argumentative thesis presented in a good introductory paragraph.) • Final draft of Project 3 due next Tuesday.

DATE	FOCUS	ASSIGNMENTS DUE TODAY
Nov. 15	Conferences. No class meeting. I will be returning Project 2 and sharing comments on Project 3. You will be sharing research and thesis statement for Project 4.	<ul style="list-style-type: none"> Read “When Doctors Make Mistakes” (273+). Summary of essay (1 paragraph) due in Moodle prior to 12:50 pm today. (working on generating a clearly stated argumentative thesis presented in a good introductory paragraph.) Final draft of Project 3 due next Tuesday
Nov. 20	(Revise Project 3 – no class)	<ul style="list-style-type: none"> Read Rachel Carson’s “The Obligation to Endure” (555+). Summary of essay (1 paragraph) due in Moodle by 12:50 pm today. and Read Jane Goodall’s “First Observations (177+). Summary of essay (1 paragraph) due in Moodle by 12:50 pm today. <p>(Revise Project 3; have all sources for Project 4 before you leave for Thanksgiving)</p>
Nov. 22	No class.	Thanksgiving break.
Nov. 27	Essay discussion: Ethics/Values (Be prepared to discuss Ehrenreich’s essay for today) Research and writing workshop	<p><i>Final draft of third project due</i></p> <ul style="list-style-type: none"> Read Ehrenreich’s “Serving in Florida” (264+). Summary of essay (1 paragraph) due in Moodle prior to class.
Nov. 29	Essay discussion: Ethics/Values Topic sentences	<p>First two pages of Project 4 due.</p> <ul style="list-style-type: none"> Read Douglass’ “Resurrection” (48+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. 
Dec. 4	<p>Writing group workshop</p> 	Complete draft of Project 4 due . Have with you 3 copies of your essay.
Dec. 6	<p>LAST CLASS Getting ready for your final.</p>	<ul style="list-style-type: none"> Read Pope John XXIII’s “Disarmament” (683+). Summary of essay (1 paragraph) due in Moodle prior to the beginning of class. <p>(revising Project 4)</p>

- Our class final is scheduled for **Tuesday, Dec. 11, from 1 – 3 pm** in the library computer classroom. Also due that day – your complete folder for Project 4 and portfolio w/ final drafts of Projects 1, 2, and 3.