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| **English 102-XX:** **Intermediate College Writing****Fall 2016****Instructor Name****Instructor’s email:** **UserId@louisville.edu****)****you must use your official** **louisville.edu email** **for correspondence with your****students**  |  |  |
| **Classroom: XXX** **Meeting Times:** **XX—XX—XXX**  |  | **Office: XXXXX, Carrel XX****Office Phone: 852-XXXX** **Office Hours: 2 hrs/wk per** **section taught & 4 hrs/wk for****two or more sections (and by appointment)** |

Blue text: Notes for instructor only, remove for student copy

**Course Description:**

English 102 focuses on creating and answering questions through research and writing using academic sources, both primary and secondary. A student in English 102 should expect to: develop and answer research questions; articulate a position relative to others on a topic; address audiences inside and outside the academic community; and compose, revise, and edit multiple assignments equaling about 20 to 25 pages of text, including at least one extended research project.

We encourage you to add to the very broad description above—which is taken directly from the 102 Outcomes Statement—as you see fit, as long as you don’t contradict any of the required components of the syllabus. This is the place to provide an overview of the design of your course. Explain the relationships of writing and reading assignments and other activities to the overall purpose and goals of the course. Give it your own style!

**General Education Requirement:**  This course fulfills a General Education requirement in Written Communication.

**Text and Materials:**

* Lunsford, Andrea. *The Everyday Writer*. University of Louisville/Sixth Edition. Boston: Bedford/St. Martin’s, 2015. ISBN: 9781319042783
* *Cardinal Compositions* (print version, packaged with *The Everyday Writer;* online version of some essays at: http://cardinalcompositions.com) ISBN: 9781319035617
* Possible additional readings to be furnished on Blackboard.
* Funds for printing out course materials and making photocopies of drafts unless you have electronic means of viewing the material.

**General overview of required work**

Provide a brief description of the formal writing assignments, informal writing, participation, and any other work. Indicate the percentage each contributes to the final grade. Here’s an example you’re free to use and/or modify as you like (while keeping the basic assignment sequence).

As a student in our class, expect to write every day on an informal level, drafting short pieces that you might (or might not) share with your classmates and me, with the goal of moving from these frequent drafts to final major products.

This course is divided into two major blocks. In the first block (Weeks 1-7) we will focus on understanding a community and/or cultural issue and framing and presenting that issue in a digital text (in 60+ seconds). In exploring this issue, you will first conceptualize and construct an argument (digitally rendered) around that issue and then, second, you will carry out an analysis of your peer’s arguments. In the second block (Weeks 8-14), our primary goal is to write an extended research paper. You will accomplish this through several smaller assignments that build to that final paper: a preliminary research proposal; an annotated bibliography; a more in-depth analysis of a single source; a final research proposal.

**Grading:**

We suggest grading on a portfolio basis, but there are many other ways you can do this; you’ll have to come up with something you’re comfortable with. Just be clear and stick to your guns.

You can change the weights (points) for these assignments as might suit your own philosophy or preferences.

It is important that if you are giving points/credit for “participation” in any form, you should carefully articulate the criteria for giving participation points (and how/when you will check that, etc). Quibbles over participation grades/points is often a grievance issue we deal with in the ADC and Director’s office.

Major Assignments and Responsibilities:

* Concept in 60+ Community/Culture Issue (30 pts)
	+ Paper 1: Concept in 60+ (15 pts)
	+ Student presentations: Concept in 60+ (5 pts)
	+ Paper 2: Concept in 60+ Artifact Analysis (10 pts total; 5 pts. each)
* Research Paper (50 pts)
	+ Paper 3: Annotated Bibliography (10 pts)
	+ Paper 4: Single-Source Analysis (10 pts)
	+ Paper 5: Research Proposal (10 pts)
	+ Paper 6: Research Paper (20 pts)
* Participation (20 pts)

All documents and drafts from the Concept in 60+ and Research Paper units will be collected in a **portfolio** at the end of the semester. All major assignments must be completed and included in your portfolio to pass this class:

1. **Preliminary** drafts of texts turned in over the course of the semester.
2. **Revised** versions of these **same** texts turned in at the end of the semester in a portfolio that will be graded.
3. **A Cover Letter** responding to your own texts, processes, and progress throughout English 102; a specific prompt will be given for this cover letter.

Drafts will only be accepted in class on the date due because we typically workshop our papers. Always bring one printed or an electronic copy of a draft to class when the draft is due. In class we will treat each draft as a separate writing assignment in itself. Since showing evidence of radical revision between drafts is an essential part of this course, I suggest you save each draft as a separate file on your computer; otherwise, your final portfolio grade will suffer. This is another reason why I will have a space on Blackboard for you to back up your work. I *will not* be checking your class notes, but I *will* be giving you process points on your drafts. You’ll notice that the process portion of your grade is 20% of your grade so you should keep up with your work in and out of class.

**Portfolio -** This is the final product of all the work you will do through the course. During the semester, you will be gathering and further polishing your best work to put in this portfolio. You should keep all drafts for each essay as could potentially be a part of your portfolio at the end of the semester – do not throw away or delete anything that you write for this class.

I will provide you with more details on the portfolio throughout the semester, including instructions on what must be included and how to compile your materials. Except under extraordinary conditions, there is no such thing as a late portfolio. If you do not turn in a complete portfolio by the date and time it is due or at all, you will fail the course.

The Writer’s Notebook is an optional component of your class; it is just one way of having students compile small pieces of informal writing, which may or may not be graded.

**Writer’s Notebook (Optional)–** All writer’s notebook entries relate to in-class activities and the assigned readings. Many of these pieces will be included in the final portfolio. Do not worry about mechanics, usage, spelling, or grammar, but on your reflective content. Be sure to keep every piece of writing you have throughout the semester, as much will be added to and count toward your final portfolio grade. Included in these writer’s notebooks will be daily/weekly posts to online discussion forums over the readings that we do and class discussions. Be sure to keep up with these notes. I will provide spaces for you to upload your notes to asulearn in case you lose your notebook or something happens to your computer.

Listed below are suggested due dates for the assignments, according to our tentative schedule later in this document. Adapt to your own needs.

**Due Dates for projects**

***MWF***

W 9/14 Paper 1: Concept in 60+

Week of 9/19 Presentations: Concept in 60+

W 9/28 Paper 2: Concept in 60+ Artifact Analysis

W 10/12 Paper 3: Annotated Bibliography

F 10/28 Paper 4: Single-Source Analysis

M 11/7 Paper 5: Research Proposal

M 11/28 Paper 6: Research Paper

M 12/5 Portfolio w/ Cover Letter

***T/TH***

TH 9/15 Paper 1: Concept in 60+

Week of 9/20 Presentations: Concept in 60+

T 9/27 Paper 2: Concept in 60+ Artifact Analysis

T 10/11 Paper 3: Annotated Bibliography

TH 11/3 Paper 4: Single-Source Analysis

T 11/15 Paper 5: Research Proposal

T 11/28 Paper 6: Research Paper

TH 12/6 Portfolio w/ Cover Letter

**Student Learning Outcomes for English 102:**

**Rhetorical Knowledge**

Students will produce writing that responds appropriately to a variety of rhetorical situations. Their writing should:

* Articulate a purpose for research and their own position relative to the positions of others
* Analyze the needs of an audience and the requirements of the assignment or task
* Adapt an argument to a variety of genres and media to suit different audiences and purposes
* Use evidence appropriate to audience and purpose

**Critical Thinking and Reading**

Students will produce writing that abstracts, synthesizes, and represents the ideas of others fairly. Their writing should:

* Use evidence that responsibly represents other research and communities in and beyond the classroom
* Demonstrate an understanding of a text as existing within a broader context, with a distinct audience and purpose
* Represent and respond to multiple points of view in research and across community and cultural issues
* Select academic and nonacademic sources with discernment

**Community Issues and Cultural Diversity**

Students will produce writing that communicates an understanding of how communities and cultural categories are constructed. Their writing should:

* Demonstrate awareness of multiple points of view
* Question existing assumptions about culture and community
* Describe actions being taken to address cultural and community issues
* Address concerns of diverse audiences

**Processes**

Students will produce writing reflective of a multi-stage composing and revising process. Their writing should:

* Use sources to discover and develop research questions and/or projects
* Reflect recursive composing processes and strategies across multiple drafts and research assignments
* Show evidence of research development through peer review and collaboration
* Evaluate the credibility and relevance of both print and digital sources

**Conventions**

Students will produce writing that strategically employs appropriate conventions in different writing situations. Their writing should:

* Use structural conventions such as organization, formatting, paragraphing, and tone
* Demonstrate control of surface features such as grammar, punctuation, and spelling
* Provide an understanding of the conventions of multimodal composition (in print and/or digital media) that comprise developing communication in the 21st century
* Cite the work of others appropriately

Adopted Spring 2015

**Grading Scale:**

This is the university’s sanctioned grading scale. It can NOT be changed.

A+ 97-100% B+ 87-89% C+ 77-79% D+ 67-69%

A 93-96% B 83-86% C 73-76% D 63-66%

A- 90-92% B- 80-82% C- 70-72% D- 60-62%

 F -59%

**Attendance Policy:**

Again, this is just a suggested attendance policy based on a M-W or T-Th course. Feel free to adopt your own policy, **but make sure it’s clearly spelled out in the syllabus**—believe me, you’ll be referring to it again later in the semester, and you’ll be glad it’s there! Grade grievances we handle in the Composition Program office almost always have a connection to attendance (or lack thereof); and without a clear attendance policy on your syllabus, we have nothing clear to judge the grievance with either.

Here is the official attendance policy for the Composition program:

Attendance Policy for Composition Program Instructors

Composition Program Faculty may use student attendance as grounds for computing student grades. Instructors may lower a student's grade after she has accumulated two weeks' worth of unexcused absences (six days for a class meeting three times a week or four days for a class meeting twice a week). An instructor may give a student a failing grade for the course after she has accumulated three weeks' worth of unexcused absences (nine days for a class meeting three times a week or six days for a class meeting twice a week). These guidelines stipulate the minimum number of unexcused absences an instructor can use in determining student grades. Each instructor should devise her own attendance/grade policy.)

Learning how to respond to an audience’s needs requires extensive interaction with people, so your physical and mental presence in class is necessary. I do not differentiate between “excused” and “unexcused” absences. **You may miss three absences, no questions asked; after that, points will be taken off of your final grade. If you miss more than two weeks of class (that’s six days) you WILL fail the course.** Keep in mind:

* Students who do not attend on a regular basis do poorly with the portfolio system.
* If you have an issue please contact me *as soon as* possible.
* **You will be counted absent if you sleep, are preoccupied with your phone during class, or you miss 10 minutes or more of class.**
* 3 tardies equal one absence

**Late Work**

I *will not* accept late work. Your drafts are due online on the assigned date. For this reason I make them unable to be uploaded after the due date. Unless you talk to me previous to submitting your draft and I approve a late submission you *will not* receive process points for the draft. There is no such animal as a late portfolio.

The Academic Integrity, Disabilities Modification Statement, and Grievance Procedure below are required by the Comp Program but can be placed on Blackboard as long as the hard copy syllabus explicitly tells students that is where they can find the policies.

**Plagiarism:** The University of Louisville’s plagiarism policy applies in this course: “The University defines plagiarism as ‘representing the words or ideas of someone else as one’s own in any academic exercise.” Thus, all writing you do for this course must be your own…. Please pay special attention to the quotes, paraphrases, and documentation practices you use in your papers. If you have any questions about plagiarism, please ask your instructor. If you plagiarize, your instructor reserves the right to grant you a failure for the course and your case may be reported to the College of Arts and Sciences.”

**Accessibility and Accommodations:** Students who have a disability (temporary or permanent) or condition which may impair their ability to complete assignments or otherwise satisfy course criteria are encouraged to meet with their instructor to identify, discuss, and document any feasible instructional modifications or accommodations. Please inform your instructor about circumstances no later than the second week of the semester or as soon as possible after a disability or condition is diagnosed, whichever occurs earliest. For information and auxiliary assistance, contact the Disabilities Resource Center.

Please consider adding your own additional text and style about A & A here as well. Here is one example:

I assume that all of us learn in different ways, and that the organization of any course will accommodate each student differently. For example, you may prefer to process information by speaking and listening, so that some of the written handouts I provide may be difficult to absorb; or you might feel more capable of participating in discussions online rather than during class. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Writing Center and the Learning Resources Center, are available to all students. Disabilities can be visible and invisible, and I am dedicated to ensuring that all students succeed in my course.

The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (Robbins Hall, 852.6938) for verification of eligibility and determination of specific accommodations. Visit the DRC website for more information: louisville.edu/disability/students

**Title IX/Clery Act Notification**

Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidentia lsupport from the PEACC Program (852-2663), Counseling Center (852-6585), and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University’s Title IX officer.

For more information, see the Sexual Misconduct Resource Guide

([http://louisville.edu/hr/employeerelations/sexual-misconduct-brochure](https://exchange.louisville.edu/owa/redir.aspx?SURL=7iV9HuNiXUqC2sffRUqFgT1kr5kvZEdQ3nNXMgTLOm5TkFgIuaHSCGgAdAB0AHAAOgAvAC8AbABvAHUAaQBzAHYAaQBsAGwAZQAuAGUAZAB1AC8AaAByAC8AZQBtAHAAbABvAHkAZQBlAHIAZQBsAGEAdABpAG8AbgBzAC8AcwBlAHgAdQBhAGwALQBtAGkAcwBjAG8AbgBkAHUAYwB0AC0AYgByAG8AYwBoAHUAcgBlAA..&URL=http%3a%2f%2flouisville.edu%2fhr%2femployeerelations%2fsexual-misconduct-brochure))

**Grievances:** If you have questions or concerns about your progress in this course, please do not hesitate to come by during office hours to discuss these issues. If you are not satisfied with our discussion, you may see an Assistant Director of Composition in Humanities 319F (852-5919).

**Important Note:** I reserve the right to alter the terms of this syllabus. Situations such as cancelled classes or changes in our learning objectives, for example, might warrant such a change.

**Possible Readings for English 102**

**From *Everyday Writer***

Chapter 4: Writing to Make Something Happen in the World

Chapter 7: Planning and Drafting

Chapter 8: Developing Paragraphs

Chapter 10: Reviewing and Revising

Chapter 11: Editing and Reflecting

Chapter 15: Preparing for a Research Project

Chapter 16: Doing Research

Chapter 17: Evaluating Sources and Taking Notes

Chapter 18: Integrating Sources and Avoiding Plagiarism

Chapter 19: Writing a Research Project

Chapters 49-52: MLA Documentation

Chapter 53: APA Style

Chapter 61: Academic Work in Any Discipline

**From *Cardinal Compositions***

Analysis:

Researched Argument:

**Tentative Schedule:**

***The following is subject to change at any time. Schedule changes, including reading and writing assignments, will be announced at the end of every class or on Blackboard. It is your responsibility to pay attention to such announcements.***

MWF Schedule

Week One: Block One: Concept in 60+ Community/Culture Issue

M 8/22 First Day: Introduction to Course and to Each Other

W 8/24

F 8/26

Friday, August 26 - Last Day to Add or to Drop with 100% Tuition Credit.

Week Two: Block One: Concept in 60+ Community/Culture Issue

M 8/29

W 8/31

F 9/2

Week Three: Block One: Concept in 60+ Community/Culture Issue

M 9/5 LABOR DAY-NO CLASS

W 9/7

F 9/9

Week Four: Block One: Concept in 60+ Community/Culture Issue

M 9/12

W 9/14 **Paper 1: Concept in 60+ DUE**

F 9/16

Week Five: Block One: Concept in 60+ Community/Culture Issue

M 9/19 Presentations in class: Concept in 60+

W 9/21 Presentations in class: Concept in 60+

F 9/23 Presentations in class: Concept in 60+

Week Six: Block One: Concept in 60+ Community/Culture Issue

M 9/26

W 9/28 **Paper 2: Concept in 60+ Artifact Analysis DUE**

F 9/30

Week Seven: Block Two: Research Paper

M 10/3 MID-TERM BREAK—NO CLASS

October 3-4 – Mid-term Break

W 10/5

Best practice is to give students an estimate of their grades before or during the mid-term week.

F 10/7

Week Eight: Block Two: Research Paper

M 10/10

W 10/12 **Paper 3: Annotated Bibliography DUE**

F 10/14

Week Nine: Block Two: Research Paper

M 10/17

W 10/19

F 10/21

Friday, October 21 – Last Day to Withdraw

Week Ten: Block Two: Research Paper

M 10/24

W 10/26

F 10/28 **Paper 4: Single-Source Analysis DUE**

Week Eleven: Block Two: Research Paper

M 10/31

W 11/2

F 11/4

Week Twelve: Block Two: Research Paper

M 11/7 **Paper 5: Research Proposal DUE**

W 11/9

F 11/11

Week Thirteen: Block Two: Research Paper

M 11/14

W 11/16

F 11/18

Week Fourteen: Block Two: Research Paper

M 11/21

Wednesday, November 23 – Sunday, November 27th Thanksgiving Break

Week Fifteen: Block Two: Research Paper

M 11/28 **Paper 6: Research Paper DUE**

W 11/30

F 12/2

Week Sixteen: Portfolio

M 12/5 Last Day of Class, **Portfolio w/ Cover Letter DUE**

Dec. 17 Commencement

**Tentative Schedule:**

***The following is subject to change at any time. Schedule changes, including reading and writing assignments, will be announced at the end of every class or on Blackboard. It is your responsibility to pay attention to such announcements.***

**T/TH Schedule**

Week One: Block One: Concept in 60+ Community/Culture Issue

T 8/23 First Day: Introduction to Course and to Each Other

Th 8/25

Friday, August 26 - Last Day to Add or to Drop with 100% Tuition Credit.

Week Two: Block One: Concept in 60+ Community/Culture Issue

T 8/30

TH 9/1

Week Three: Block One: Concept in 60+ Community/Culture Issue

T 9/6

TH 9/8

Week Four: Block One: Concept in 60+ Community/Culture Issue

T 9/13

TH 9/15 **Paper 1: Concept in 60+ DUE**

Week Five: Block One: Concept in 60+ Community/Culture Issue

T 9/20 Presentations in class: Concept in 60+

TH 9/22 Presentations in class: Concept in 60+

Week Six: Block One: Concept in 60+ Community/Culture Issue

T 9/27 **Paper 2: Concept in 60+ Artifact Analysis DUE**

TH 9/29

Week Seven: Block Two: Research Paper

T 10/4 Mid-term Break—NO CLASS

October 3-4 – Mid-term Break

Best practice is to give students an estimate of their grades before or during the mid-term week.

TH 10/6

Week Eight: Block Two: Research Paper

T 10/11 **Paper 3: Annotated Bibliography DUE**

TH 10/13

Week Nine: Block Two: Research Paper

T 10/18

TH 10/20

Week Nine: Block Two: Research Paper

T 10/25

TH 10/27

October 24 – Last Day to Withdraw

Week Ten: Block Two: Research Paper

T 11/1

TH 11/3 **Paper 4: Single-Source Analysis DUE**

Week Eleven: Block Two: Research Paper

T 11/8 NO CLASSES Presidential Election Day

Th 11/10

Week Twelve: Block Two: Research Paper

T 11/15 **Paper 5: Research Proposal DUE**

TH 11/17

Week Thirteen: Block Two: Research Paper

T 11/22

TH 11/24 Wednesday, November 23 – Sunday, November 27 Thanksgiving Break

Week Fourteen: Block Two: Research Paper

T 11/28 **Paper 6: Research Paper DUE**

TH 12/1

Week Fifteen: Portfolio

T 12/6 Last Day of Classes, **Portfolio w/ Cover Letter DUE**

APPENDIX

Written Communication Student Learning Outcomes

Written communication is the ability to develop and express ideas, opinions, and information in appropriate written forms. To fulfill this requirement, students will complete a substantial amount of writing, including several texts that go through the writing process.

Students who satisfy this requirement will demonstrate that they are able to do all of the following:

1. Understand and use writing processes, including invention, drafting, organizing, revising through multiple drafts, and editing;

2. Write clear and effective prose in several forms, demonstrating an awareness of audience and purpose;

3. Understand and use appropriate academic textual conventions of presentation, at sentence level and beyond;

4. Employ critical thinking processes, such as abstracting, synthesizing, and representing ideas, and developing complex structures for them;

5. Collect, select, and integrate material from a variety of sources into their writing, citing it appropriately.

The above cannot change—this is language mandated by the Gen Ed program to be on all syllabi.

Assessment:

1. Students will be demonstrate an understanding of writing as process through a series of writings, both in class and out of class, and collaborative work on writing in process (group work on invention, work-shopping, peer editing, etc.)

2. Students will demonstrate an awareness of audience through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing.

3. Students will demonstrate appropriate understandings of mastery of academic conventions of writing through in-class on demand writing and/or formal written exercises.

4. Critical thinking will be assessed through in-class discussions, on-demand writing, and formal written essays.

5. Students will demonstrate familiarity with the conventions of research supported writing through formal written assignments.

The Gen.Ed. Program required that each instructor indicate how these SLOs will be assessed. This language can vary from syllabus to syllabus but must be present. Shannahan suggested that they could all be the same, even for all 5 points, so we can write them as vaguely as we want. Suggestions here for the common syllabus? We want to be as imprecise as possible here so that all instructors can meet them in the ways they are most comfortable in their own classrooms?