

**English 102-01: Intermediate College Writing WC  
Fall 2018**

**Classroom: HUM 210**

**Meeting Times: M/W/F 1-1:50**

**Instructor: Dr. Beth Willey**

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**3 credit hours**

**OffOffice: HUM 320**

**OffOffice Phone: 852-0510**

**OffOffice Hours: M/W 11-12:00**

(Syllabus prepared by Beth Willey, 17 April 2017; updated 27 June 2017; updated 2/13/2018)

**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. As part of the Composition program outcomes and the general education outcomes for the university, we will be paying special attention to how literacy functions in US society both within and outside of the academy.

**Cardinal Core Requirement:**

This course fulfills a Cardinal Core requirement in Written Communication. .

**Text and Materials:**

- Softchalk on-line text on Blackboard
- *Cardinal Compositions*
- *Hidden America* or *Norton Reader*
- *They Say, I Say*
- 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:**

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 three major blocks. In the first block, we will focus on understanding a community and/or cultural issue involving literacy practices. In exploring this issue, you will first conceptualize and construct an argument around that issue and then, second, you will carry out an analysis of your peer's arguments. In the second block, our primary goal is to write an extended research paper on another

community and literacy related issue. 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. In the final block, you will revisit one of your previous two papers and reframe it for a multi-modal platform.

### **Grading:**

- Major Assignments and Responsibilities:
- Argumentative/Persuasive Essay Community/Culture Issue (20 pts)
  - Student presentations: (5 pts)
  - Artifact Analysis (5 pts )
  - Paper 1: (10 pts)
- Research Paper (50 pts)
  - Annotated Bibliography (10 pts)
  - Single-Source Analysis (10 pts)
  - Research Proposal (10 pts)
  - Research Paper (20 pts)
- Multimodal “Remediation” of Paper 1 or 2 (10 pts)
  - storyboard (5 points)
  - multimodal project (5 pts)
- Participation (20 pts)

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. I will have a space on Blackboard for you to back up your work.

Do not throw away or delete anything that you write for this class.

### **Due Dates for projects:**

Week 8/28	Presentations: Community issues
M 9/11	Artifact Analysis
M 9/18	Paper 1
W 10/5	Research Paper Proposal

F 10/16	Single-Source Analysis
M 10/23	Annotated Bibliography
M 11/13	Research Paper
M11/20	Storyboard due
M 12/4	Multimodal “remediation” due

### Grading Scale:

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:

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.
- 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 points.

### 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.

**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 confidential support 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>)

**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.

### **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.***

M 8/21	First Day: Introduction to Course and to Each Other
W 8/23	Defining Community—read Martin Luther King Jr “Letter from Birmingham Jail” and essay from <i>Cardinal Compositions</i>
F 8/25	Defining Community--read James Baldwin “Stranger in the Village” and essay from <i>Cardinal Compositions</i>
Friday, August 26 - Last Day to Add or to Drop with 100% Tuition Credit.	
M 8/28	Defining Literacy—read Anzaldua “How to “Tame a Wild Tongue” and Williams “The Clan of One-Breasted Women”
W 8/30	Defining Literacy—read Barry “The Sanctuary of School” and Franklin “Working at Wendy’s” (or essay from <i>Cardinal Compositions</i> on literacy and socio-economic status)
F 9/1	Readings in culture/community—Mairs “On being a Cripple” (or chapter from <i>Hidden America</i> )
M 9/4	LABOR DAY-NO CLASS
W 9/6	Constructing arguments (review)—read softchalk module on Critical reading strategies
F 9/8	Constructing arguments (review) —read softchalk module on Argumentative writing
M 9/11	Artifact analysis due
W 9/14	Drafting essays—read softchalk module on invention and drafting
F 9/16	Peer revision

M 9/18	Presentations in class of Community literacy essay and extramural implications
W 9/20	Presentations in class of Community literacy essay and extramural implications
F 9/21	Presentations in class of Community literacy essay and extramural implications
M 9/26	The research process—read softchalk module
W 9/28	Evaluating sources—read Nestle “Utopian Dream: A New Farm Bill”(or chapter from <i>Hidden America</i> )
F 9/30	Evaluating sources—read Carr “Is Google Making Us Stupid?” (or chapter from <i>Hidden America</i> )
M 10/3	MID-TERM BREAK—NO CLASS
October 3-4 – Mid-term Break	
W 10/5	Research proposal due
F 10/7	Summary and Paraphrase—read Softchalk module
M 10/10	Summary and Paraphrase—read Baron “Facebook Multiplies Genders but Offers Users the Same Three Tired Pronouns” —be prepared to summarize and/or paraphrase in class (or chapter from <i>Hidden America</i> )
W 10/12	<b>Single Source analysis due.</b> Introduction to annotated bibliographies. Read Softchalk module on Annotated Bibliographies
F 10/14	Library day—Work on finding sources
M 10/17	Incorporating sources—read <i>They Say, I Say</i> part 2
W 10/19	Signposting your argument--read <i>They say, I Say</i> part 3. Read Quindlen “Stuff is Not Salvation” (or chapter from <i>Hidden America</i> )
F 10/21	Transitions-- read <i>They Say, I Say</i> part 3 continued. <b>Annotated Bibliography DUE</b>

Friday, October 21 – Last Day to Withdraw

M 10/24      **Research Paper proposal/outline due.** Tone/style: read Alexie “Superman and Me”

W 10/26      Tone/style—read *Cardinal Compositions*

F 10/28      Drafts due—peer editing

M 10/31      Introduction to final project—revisioning/remixing/remediating

W 11/2      Revisioning/remixing/remediating—read Softchalk Module

F 11/4      **Research paper due.** Intro to storyboards

M 11/7      Reframing your issue for a new audience –read chapter from *Hidden America*—how would you translate this discussion into a different medium? Watch clip from ‘Dirtiest Jobs”

W 11/9      Identifying best platforms—read Softchalk module

F 11/11      Affordances of digital media

M 11/14      Affordances of digital media

W 11/16      Story boards due—in class discussion.

F 11/18      Integrating video and sound- read Softchalk module

M 11/21      Work hours in Digital media Suite

Wednesday, November 23 – Sunday, November 27<sup>th</sup> Thanksgiving Break

M 11/28      **Presentations of final remediation/remix projects**

W 11/30      **Presentations of final remediation/remix projects**

F 12/2      **Presentations of final remediation/remix projects**

M 12/5      Last Day of Class-- Conclusion



## **Composition Program 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

General Education Student Learning Outcomes for Written Communication and US Diversity

### **Written Communication (WC)**

Written Communication is the ability to develop and express ideas, opinions, and information in appropriate forms. To fulfill this requirement, students will complete, revise, and share a substantial amount of writing in multiple genres or media.

Students who satisfy this requirement will:

1. Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.
2. Select and/or use appropriate genres for a variety of purposes, situations, and audiences.
3. Apply academic conventions in different writing situations; employ structural conventions such as organization, formatting, paragraphing, and tone; and use appropriate surface features such as syntax, grammar, punctuation, and spelling.
4. Employ critical thinking processes to create an understanding of knowledge as existing within a broader context and to incorporate an awareness of multiple points of view.
5. Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.

Assessment:

1. Students will demonstrate an understanding of writing as process and processes as multiple 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 generic attributes and affordances through a range of writing assignments and critical readings of assigned materials, presented either in class discussions and/or writing, that demonstrate awareness of audience, purpose and context.

3. Students will demonstrate appropriate understandings, including the situatedness, of academic conventions of writing on the levels of context, structure and surface features through in-class on demand writing and/or formal written exercises. This may include exercises that explore other types of Englishes and their role in communication.
4. Critical thinking and awareness of multiple points of view 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 such as annotated bibliographies, research proposals, and extended, source-based compositions.