

English 201.30: College Reading and Writing II
Spring 2014
MWF 8-8:50 AM
EB 235

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TA Office (MO 162)

Office Hours: W 12:30-2; and by appointment

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Welcome

Welcome to English 201. One goal of English 201 is to facilitate the transition between the concepts learned in English 101 with more complex critical thinking and writing skills. You will be expected to make arguments, examine opinions from other viewpoints, investigate bias, research topics, and work with other members of your class to complete activities and projects. This class is designed to help you create a foundation for the rest of your college career by asking you to think about rhetoric, bias, and persuasive writing.

Course Description: ENG 201

ENG 201. College Writing and Reading II (3) Prerequisite: ENG 101 and sophomore standing. College-level writing and reading, including continued practice in the composing process, with emphasis on argumentation and research. Projects will employ a rhetorical approach to identifying, evaluating, analyzing, synthesizing, and documenting information from print and online sources.

Course Learning Outcomes:

Students will identify the structural components, including thesis, supporting evidence, and various rhetorical strategies, for all essays read and written. Students will articulate in a variety of venues how audience expectation shapes purpose in their own writing and in the essays they read. [CMP1]

Through a variety of writing and speaking opportunities, students will demonstrate how multiple assigned readings are “in conversation” with one another. Students will conduct research based upon the questions that develop through their own analyses of assigned texts, thereby furthering their own learning processes and developing their own information literacies. [CMP2]

Students will conduct research, thereby familiarizing themselves with online databases, web-based materials, and print-based sources. Students will summarize an array of viewpoints they have read on a given topic. Students will synthesize these viewpoints as a means of “mapping” a field of perspectives. Students will analyze these viewpoints in order to assess how and where their own views and experiences relate to those they've encountered in their reading. [CMP3]

Students will demonstrate a familiarity with the stages of the composing process. Students will engage in rubric-guided peer review. Students will demonstrate through proofreading and editing an awareness of the difference between a working draft and a polished version of an essay. Students will enact a revision of their writing, thereby demonstrating an awareness of the ongoing nature of the writing process. [CMP4]

Required Text:

The Aims of Argument: A Text and Reader 7th Edition by Timothy Crusius and Carolyn E. Channell.

They Say I Say: The Moves that Matter in Academic Writing 2nd Edition by Gerald Graff and Cathy Birkenstein.

Any additional handouts/online readings provided by the professor

Course Requirements:

Essay One (personal/rhetorical analysis)	15 %
Essay Two (textual rhetorical analysis)	15%
Essay Three (research)	20%
Essay Four (research)	20%
Quizzes/In class Assignments	5%
Journal Assignments (5)	10%
Class Participation	15%

Note on Participation:

You are expected at class daily, on time, eager to talk, prepared with questions, ready to listen to others' insights, and excited about building on their ideas. I will work with you both **individually** and **collectively** to make this course a successful learning experience for all of you in which you are intellectually stimulated and challenged. In order to draw you out intellectually and as a confident, contributing member of the classroom community, I may call on you to respond to the reading, to one of my questions, or to a classmate's comment.

Bring all your tools—your brain, pencils, pens, notebooks, annotated readings, and energy—to every class. Leave the laptops at the door. You are expected to engage vocally, not only with the teacher, but also with your classmates, challenging, refining, and complicating individual readings.

You are allowed three absences; for every absence after three, three points will be deducted from your final grade. If you miss more than five classes, you will fail the course. If you are late twice, you will be marked as absent once. If you're more than fifteen minutes late, you will be marked absent. This is non-negotiable.

You will also be required to attend one full hour visit to the Writing Center sometime during the course of the semester for the first or second essay...your choice of when, and for which paper. Providing proof of visitation for further essays will net you extra credit.

Journal Posts

As you can see, Journal posts are extremely important in this class. So, you **must** submit them on time, on the correct topic, and must be between **450-550** words to receive full credit for each post. Submitting them late, on the wrong topic, or poorly written will directly affect the grade for this portion of the course. Submitting more than the required length will not help your grade.

Personal Technology

I ask that unless you are participating in a group activity which requires the use of technology (using your laptop to search for a relevant outside research, using a cell phone to check the amount of time left for a class activity), you should have silenced and placed all technology out of sight. This includes cell phones, tablets, and laptops. I will let you know ahead of time if class requires technology.

Grading Policy:

All papers must be turned in on time via blackboard (or in certain cases, in a hard copy. I will let you know ahead of time). If your paper is late (turned in even on the same day, but not at the beginning of class), I will take ten points off your grade the first day. **No late papers will be accepted past midnight the day they were due.**

General University Policies:

Academic Integrity

*****ALONG WITH THE FOLLOWING UNIVERSITY POLICY:**

You will receive a failing grade on your paper for the first bout of plagiarism that I witness, and it will be up to my discretion (depending on the severity and intent of the plagiarized material) to fail a student for the course and/or escalate the issue to the office of the Dean.

All students enrolled at UNCW are subject to the UNCW Student Academic Honor Code (hereafter referred to as the Honor Code), which is intended to help every member of the UNCW community appreciate the high value placed on academic integrity and the means that will be employed to ensure its preservation. Students are expected to perpetuate a campus culture where each student does his or her own work while relying on appropriate resources for assistance. In such a climate students enjoy a special trust that they are members of a unique community where one's thoughts and words are attributed correctly and with proper ownership, and where there is little need for systems to sanction those who cheat. As such, all UNCW students shall commit to the principles and spirit of the Honor Code by adhering to the following pledge:

"As a student at The University of North Carolina Wilmington, I am committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge.

I pledge to uphold and promote the UNCW Student Academic Honor Code."

Academic dishonesty in **any** form will not be tolerated in this class. Please be especially familiar with UNCW's position on plagiarism as outlined in the Honor Code:

Plagiarism is the copying of language, phrasing, structure, or specific ideas of another and presenting any of these as one's own work, including information found on the Internet. Common examples of plagiarism include but are not limited to:

- a. Reproducing someone else's work without quotation marks or proper attribution and submitting it as your own.
- b. Paraphrasing or summarizing another's work without attribution or acknowledgement of the source and submitting it as your own.
- c. Deliberate attribution to a source from which the referenced material was not in fact derived.
- d. Failing to cite a source for ideas or information.

You'll find the Honor Code posted at <http://www.uncw.edu/stuaff/doso/>

Students with Disabilities:

Students with diagnosed disabilities should contact the Disability Resources Center (962-7555). Please give me a copy of the letter you receive from the Disability Resources Center detailing class accommodations you may need. If you require accommodation for essays or for other assignments, please make sure I have the referral letter no less than one week before the essay or due date.

Additional Resources for Students of English:

THE UNIVERSITY LEARNING CENTER
DePaolo Hall 1056 & 1003, first floor
910.962.7857
www.uncw.edu/ulc

Writing Services:

All writers need readers, and the more readers you have while drafting a paper, the better your paper can become. Writing Services provides experienced peer readers for all UNCW students as they develop and improve their writing skills. Writing Services are not remedial, but designed for all student writers who want to improve their papers. Students can get help with their writing in three ways:

1. The Writing Center (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students identify areas to improve and develop specific revision plans. Visit our website to schedule an appointment: <http://www.uncw.edu/ulc/writing/center.html>
2. Students can also receive electronic response to their developing papers through our Online Writing & Learning (OWL) program. **Students submitting OWLs will not receive assistance any faster than students who attend in-person consultations.** Visit our website for a variety of writing resources: handouts, guides, useful links, and the Online Consultation link: <http://www.uncw.edu/ulc/writing/owl.html>
3. Students can drop-in at our Writing Lab (DE 1003) for help with quick questions about their developing papers. The Writing Lab is staffed with a writing tutor, and has a few computers and other writing resources for students. Check out the Writing Lab schedule here: <http://www.uncw.edu/ulc/writing/lab.html>

Violence and Harassment:

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

Religious Holiday Policy Statement:

In accordance with NC SL 2010-211, students are entitled to two excused absences for religious observances per academic year. Students must inform the instructor in writing the first week of class if they will miss any classes due to religious observance. Additionally, students should inform the Registrar the first week of class who will then coordinate with the corresponding course instructors. Any absence for religious purposes will be considered unexcused unless a student submits the request in writing the first week to the instructor or Registrar.

Schedule

(Please note that this schedule is subject to change. I will notify you all and post a new schedule on Blackboard when this occurs).

Any reading should be completed by the day it is assigned.

Example: 1/30 “You Can’t Go Home” L. Jones//Journal 3 due

You should have read this work by class time on January 30th, so that we can discuss it, and Journal 3 should be submitted before class begins.

Section I

Jan 13 Syllabus, Introductions

Jan 15 Ethos and Logos Review (no reading)

Jan 17 Graff, “Her Point Is...” 30-38 // **Syllabus Quiz**

Jan 20 Martin Luther King Jr. Day...OFF

Jan 22 Graff, “As He Himself Puts It” MLA REVIEW DAY

Jan 24 Crusius, Chapter 1 4-12

Jan 27 Crusius, Chapter 2 16-26 **Journal 1 due**

Jan 29 Crusius Chapter 5 65-71+ have an “iconic” example of visual rhetoric ready for class discussion

Jan 31 Bring a phone, camera, or some sort of picture taking device to class...

Feb 2-5: Canceled due to ice days

Feb 7 Crusius 76-88

Feb 10 Crusius 89-91

Feb 12 Graff 92-101

Feb 14 Crusius 185-191

Feb 17 Personal Conference Day

Feb 19 Personal Conference Day

Feb 21 Personal Conference Day

Feb 24 **Essay 1 Due by class time.** Class on Logical Fallacies

Feb 26 Crusius 211-217

Feb 28 Crusius 241-249

March 3-7: Spring Break!

March 10: Analyze a documentary (chosen by class)

March 12 Group Conference Day 1

March 14 Group Conference Day 2

March 17 Group Conference Day 3

March 19 **Essay 2 Due by class time**

Mon. March 24: Crusius 272-281

Wednesday March 26: Crusius 293-301

Friday March 28: In Class Journal “2” Assignment—Individual/Group Assignments

Monday March 31: Crusius 341-349

Wednesday April 2: Crusius 361-368

Friday April 4: Library Day **Journal 3 due**

Monday April 7: Graff 78-81, 87-91

Wednesday April 9: Crusius 484-490

Friday April 11: Graff 214-220

Monday April 14: Peer Review Date

Wednesday April 16: Graff 405-409, **Annotated Bibliography(Essay 3) Due.**

Friday April 18: **NO CLASS**

Monday April 21: Crusius 545-550 **Journal 4 due**

Wednesday April 23: Coffee Conferences

Friday April 25: Coffee Conferences

Monday April 28: Crusius 569-572

Wednesday April 30: LAST DAY OF CLASS

Monday, May 5: **Final Essay Due by 5:00 PM**

Wednesday, May 7: "Exam" date. **Turn in final reflective journal 5** to me.