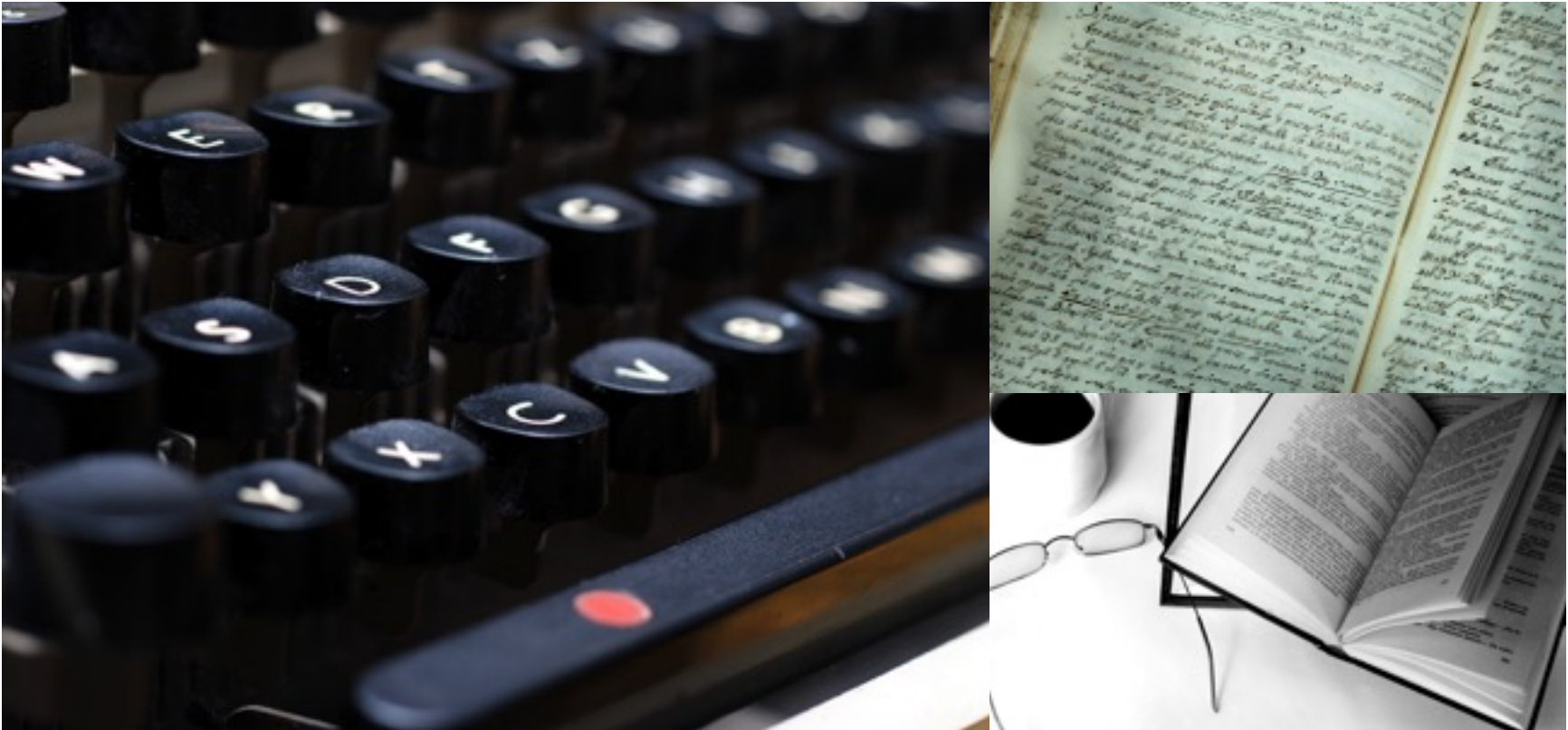


English 102: Composition and Rhetoric II, Advanced Research & Evidence-Based Writing

Dept. of English & Philosophy

Drexel University

Winter 2016



Professor Raven M. Moses, M.A.

Email: rmoses@drexel.edu

Office: MacAlister 0032

Office Hours: T: 3:30pm - 4:30pm & by appointment

Section 176: T 2:00pm - 3:20pm, Randell 328B

Please Note: All the requirements, policies, and administrative information for this course are outlined below. Please read all of the information very carefully upon receipt. Continued participation in the course beyond the drop period will serve as your agreement to abide by the syllabus as outlined.

Course Description

This course advances development in writing as a process-based tool for inquiry. It promotes critical evaluation and integration of information into students' own writing to research complex issues. It continues review of grammar, style, and documentation. The course encourages collaboration and effective strategies for research. It engages students in reflection and promotes positive attitudes towards writing. The objectives of the course include: developing strategies for primary and secondary research, effectively evaluating and integrating information from outside sources, improving clarity and fluency in writing, improving your knowledge of grammar and mechanics, understanding the connection between writing and audience, and developing a positive attitude toward writing, its relationship to learning and yourselves as writers.

Learning Outcomes

The First-Year Writing Program (FWP) at Drexel is a three-course, year-long sequence that supports Drexel's Core Intellectual and Practical Skills Student Learning Priorities¹. In English 102, we prioritize two of the Drexel Student Learning Priorities: Communication and Self-Directed Learning. We encourage students to write clearly with a firm sense of their readers—the people with whom they are *communicating*. We believe that when writers connect with their readers about subjects of real concern to the writers, they will more readily continue to learn and practice writing on their own, an attitude we believe is fundamental to improving one's writing. As a result, our students will use writing effectively in their personal, academic, and professional lives. As such, we will focus our efforts on achieving the following specific learning outcomes:

1. **Exploring the “Art” of Writing:** You will develop your understanding of writing as a subject, in order to promote a positive attitude toward writing, its relationship to learning and yourself as a writer.
2. **Critical Reading & Writing:** You will use reading and writing as tools for inquiry, critical thinking, and communication as you explore your own and others' ideas and experiences.
3. **Using Rhetoric:** You will learn to connect with and respond to the needs of different audiences and situations by understanding, analyzing, and applying various rhetorical concepts.
4. **Exploring the Writing Process:** You will understand writing as a dynamic process and begin to construct your own unique process that fits your individual learning style.

¹ 1 For more information on the Drexel Student Learning Priorities, visit <http://www.drexel.edu/provost/learningpriorities/>.

5. **Entering the “Conversation”:** You will learn how to contribute to the academic “conversation” about a subject by effectively and ethically integrating your ideas with the ideas of others.
6. **Responding to Writing:** You will learn to appreciate the communal aspects of writing and contribute to the formation of a class writing community through productively responding to each others’ writing.
7. **Using Reflection:** You will explore the benefits of using reflective analysis to examine your own work and to consider your identity as a “writer.”
8. **Improving Grammar and Mechanics:** You will enhance your ability to write clearly and effectively by recognizing and correcting common grammatical and mechanical errors.

Required Texts

Bullock, R., Goggin, M. D., & Weinberg, F. (Eds.). (2013). *The Norton Field Guide to Writing* (3rd ed.). New York: W.W. Norton & Co.

Sandapen, S., Volk Miller, K., & Warfield, M. (Eds.). (2015). *The 33rd: An Anthology*. Philadelphia: Drexel Publishing Group. [the same one from English 101]

***Various readings about our course theme. Links to all readings are posted in Blackboard.

Recommended Text: Graff, G., Birkenstein, C. (2014) *“They Say / I Say”: The Moves that Matter in Academic Writing*

The Hybrid Course Format

This is a “hybrid” course, which means that you will meet once per week with me for 80 minutes, and complete the remaining class time and coursework online, primarily using Blackboard Learn. Here are some tips for success in the hybrid course:

1. Take time to familiarize yourself with Blackboard and the course organization and layout. If you have questions about the site, please don’t hesitate to ask.
2. In Blackboard there is a folder for each week where you will find all of that week’s reading and writing assignments. The course schedule in this syllabus contains detailed instructions on when specific assignments and activities should be completed during the week.
3. Understand that your success is also dependent upon your ability to *manage your time efficiently* and your level of *proactive engagement* with your classmates and the course materials both in the classroom and online.
4. Stay in communication with me. Take advantage of face-to-face conferences and email to ask questions and get feedback.

Course Requirements

Informal Writing & Exercises

This is a writing intensive course, and informal writing assignments are a major component of your grade. As such, you should expect to write 1000 or more words a week outside of your work on your formal Writing Projects. You will be writing in response to readings, discussion questions, and conversations in class as well as completing ongoing skill-building exercises designed to help you write your major writing projects. Informal writings and exercises will generally take the following forms:

- **Writing Journal**: This is the online space where you will post many of your informal writings. Your individual writing journal is visible to everyone in the class and your classmates will respond to your entries in this space as well. The specific writing prompts are located in the Blackboard folder for each class week and will be discussed in class.
- **Group Discussion Board**: This is the online space where you and your writing group will respond to and discuss your ideas about the various readings. Individual discussion prompts are located in the Blackboard folder for each class week.
- **Peer Responses**: it is my belief that writers learn best as part of a “community,” meaning that a lot of your writing development will come as a result of feedback not only from me, but from your classmates as well. Therefore, responding to your classmates’ writing is another major component of this course. Please refer to the detailed discussion about “Writing Groups” posted in Blackboard for more information about my expectations.
- **Class Blog**: This Blackboard feature will be used as an open forum for you and your classmates to reflect on and discuss our class progress. I may provide prompts as suggestions for your reflections, but you are encouraged to write about whatever aspect of the class you want. The blog will help you build a community with your classmates as well as help me facilitate your learning and development in the best way possible.
- **Exercises**: There will be various exercises embedded within the Blackboard learning modules for each week. These exercises will be used to help you understand different concepts and terms, practice grammar, etc.

Writing Projects

You will have three (3) major projects in this course. These assignments are designed to help you build the skills necessary to achieve the course learning outcomes. The projects are listed below; however, detailed instructions for each project will be posted in Blackboard and discussed in class.

- Project 1: Personal Reflection
- Project 2: Annotated Bibliography
- Project 3: Final Project

Portfolio

One of the major goals of this course is to help you reflect analytically on your own writing development. In order to achieve this, the use of a writing portfolio is one of the major means of assessing your achievement in this course. The portfolio allows you to gather pieces of your writing and create a picture of yourself as a writer and what you have learned about writing in this course. In your portfolio you will select a number of formal and informal pieces you've written and write a reflection on your participation and achievement in English 102. Consider your portfolio as an opportunity for you to really assess what you've learned and what future development you need to pursue.

Course Theme

Since English 101 is primarily a course about writing, you may be wondering why have a course theme? The goal of discussing a particular theme is not to "teach" you information about a particular subject. Rather, the purpose of the theme is to get you to think about something significant, something that is intriguing and that will challenge the way you view the world. This is important because having an interesting topic makes it easier to write, and having a thought provoking subject will challenge you to explore (often in writing) new ideas in new ways. Doing so, will allow you to more fully harness the inherent power of writing and prepare you to more fully engage with ideas as you move forward in your academic and personal lives. Detailed information about this term's course theme is posted in Blackboard.

Grading

I will give you responses to all of your written work throughout the term, but much of your work will not be "graded" in the traditional sense; instead, I will respond, as a reader, to you, as a writer, addressing both what you wrote and how you wrote it. What this means is, rather than grade you solely on what you produce, a significant part of your grade will depend upon your development as a writer. Do not take this to mean that I just hand out A's! You have to demonstrate to me (through your work) that you are leaving my course as a significantly better writer than you came. Each assignment will include an explanation of my expectations for the assignment and an explanation of how I will assess what you've submitted. As for determining your numerical "grade" for this course, I will adhere to the following:

Informal Writing & Exercises

There will be a variety of informal writings and exercises that must be completed each week. Each week of writings and exercises is worth 50 points, yielding 500 total points for the quarter. Point values and my "grading strategy" for each individual assignment will be indicated in the Blackboard folder for each week.

Writing Projects

Although composition project drafts will be due at various points in the term, I will only “grade” the projects as part of your portfolio. This means that you will have the opportunity to reflect on and revise most of these assignments as you see fit over the course of the term.

Portfolio

Your portfolio is where you will demonstrate the effort you have put into this course and into becoming a better writer. Your portfolio will be graded according to a specific rubric.

Grade Breakdown

Informal Writing & Exercises: (50 points/week; 500 total points)	60%
Portfolio:	30%
Participation:	10%

Final Grade Scale

A+: 97-100	B: 83-86	C-: 70-72
A: 93-96	B-: 80-82	D+: 67-69
A-: 90-92	C+: 77-79	D: 60-66
B+: 87-89	C: 73-76	F: below 60

Extra/Make-up Credit

Regularly throughout the quarter you will be required to respond to writing done by the members of your assigned Writing Group. However, I do encourage you to read and respond to as much of your classmates’ writing as you are able! Therefore, I will give you one point (1pt) of extra credit for every peer response you post for classmates outside of your assigned writing group up to a total of fifty (50) points for the term. You can use these points for an extra boost and/or as make-up points for any missed assignments.

Course Policies

Technology Expectations and Tech Support

All students are expected to **bring a laptop to every face-to-face session**, access Blackboard Learn on a regular basis, and have an active Drexel email account. If you are having problems accessing Blackboard or with setting up your email, please visit <http://www.drexel.edu/irt/> or call the Help Desk at 215-895-2020 for assistance.

Communication

All students are encouraged to communicate questions and concerns to me via e-mail. If you contact me via email, always maintain a professional and respectful tone and use appropriate college-level language. All student e-mails will be responded to, if necessary, within 48 business hours.

Class Participation and Attendance

Participation. English 102 is primarily a discussion and workshop-oriented course, therefore your active participation is crucial to your success. Successful participation will be determined by your active engagement with the instructional topics and your fellow classmates during class discussions. Active engagement in class requires that you come to each class session fully prepared having thoroughly read all assigned readings and completed all required exercises.

Attendance. Because of the limited number of class meetings in a hybrid course (only 10!), regular attendance is essential. Please email me at least a day in advance if you know that you must be absent from class. Any student who misses three (3) classes should drop the course and take it when he or she is more able to be present and do the work. Any student with three (3) absences who chooses to stay in the course will receive a ten point (10 pt) final grade deduction. Except under extraordinary circumstances, any student who has more than three (3) absences will fail the course. Absences that are the result of University-related activities will be excused only if cleared beforehand. Should you miss a class, be sure to communicate with a classmate about what you missed. All students are still responsible for adhering to the assignment and activity deadlines published in Blackboard. Any missed in-class exercises cannot be made up. Being on time to class is also important; therefore, any student who is often late to class may be marked absent at my discretion.

Assignment Submission

All assignments will be submitted in Blackboard according to the course schedule. Everyone will be doing a significant amount of writing and it is my intention to provide detailed feedback for everything that you write as soon as possible. Submitting assignments after the stated deadlines places enormous stress on my ability to maintain a steady and organized flow of feedback for everyone in the course; however, I do understand that you all are human beings trying to juggle a variety of responsibilities. Given this:

1. Any assignment that is more than one (1) week late will receive a grade of zero.
2. While Writing Project drafts are not graded, they are required! For any missed draft, students will receive a 10% penalty on the final grade for the project.

Academic Integrity

All students must abide by Drexel's academic integrity policy as outlined in the Student Handbook 2013-2014. A violation of academic integrity includes, but is not limited to, pretending that others' words and/or ideas are your own, fabricating source material, stealing or buying compositions, writing a peer's work for him/her, and submitting the same paper to more than one course (unless you have permission from your instructor). Go to drexel.edu/studentaffairs/community_standards/studenthandbook/general_information/code_of_conduct/ to familiarize yourself with all the various acts that constitute a breach of academic integrity as well as the various possible punishments associated with a violation.

Resources

Drexel Writing Center

The Drexel Writing Center (DWC) is located in 0032 MacAlister Hall. It is staffed by Peer and Faculty readers who will help you develop as a writer through one-on-one consultations on current writing projects. Refer to www.drexel.edu/writingcenter or call 215-895-6633 for more details.

Office of Disability Resources

Students with disabilities who request accommodations and services at Drexel need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Office of Disability Resources (ODR). For additional information, contact the www.drexel.edu/oed/disabilityResources/Overview/. The ODR is located at 3201 Arch St., Ste. 210, Philadelphia, PA, 19104. Phone: 215-895-1401; TTY: 215-895-2299.

Course Schedule

Weekly Course Structure

Each course week will **begin on Saturday** and **end on the following Friday**. All of our weekly activities will conform to the following general schedule. Exceptions will be clearly indicated in Blackboard. The specific schedule of readings and outline of activities is located in the Blackboard folder for each week.

When to Accomplish	Due	Assignments
Saturday Sunday Monday	Before Class (by Monday @ midnight)	Read the “Required Readings”
		Complete the listed “Exercises” (if any).
		Post a response to the “Discussion Board” prompt for the week.
Tuesday	In Class	Bring your <i>Norton Field Guide to Writing</i> and <u>laptop</u> to <u>every</u> face-to-face class.
		In class activities will <u>typically</u> consist of: 1) a class discussion about the week’s readings 2) a brief in-class writing exercise 3) a mini “writing workshop” where students (as a class and/or in groups) will apply the week’s particular writing skills to what they’ve written in class 4) 5 minutes at the end of class to post an entry in the “Class Blog”
Wednesday Thursday Friday	After Class (by Friday @ midnight)	Post the <i>initial and revised</i> versions of the in-class writing piece in your individual “Writing Journal.” Pieces must be revised according the revision instructions posted in the Blackboard folder for the week.
		Use the guidelines posted in Blackboard to complete your weekly “Peer Responses”: 1) complete the required “Discussion Board” responses. 2) complete any other required Peer Responses indicated in the Blackboard folder for the week.
		Complete the listed “Exercises” (if any).
Anytime during the week	By Friday (@ midnight)	Weekly grammar lesson & exercises in the Blackboard folder for the week.

Overall Course Outline

Week 1: Course Introduction [January 4 - 8]

- Class Orientation
- First Day Writing Inventories
- Introduction to College Composition
- Introduction to Class Theme
- Grammar 1: Commonly Confused/Misused Words

Week 2: Critical Reading & Writing (1) [January 9 - 15]

- The Relationship between Reading and Writing
- Being “Critical” of Yourself and Others
- Responding to Writing
- Using Reflection
- Grammar 2: Subject/Verb Agreement

Week 3: Critical Reading & Writing (2) [January 16 - 22]

- Reading & Writing Rhetorically
- Rhetorical Context
- Rhetorical Persuasion
- Writing a Rhetorical Analysis
- Grammar 3: Consistent Verb Tense & Verb Voice
- **PROJECT 1 — DRAFT DUE (Friday, January 22)**

Week 4: Entering the Academic Conversation [January 23 - 29]

- Crafting a “Point of Entry”
- Posing Questions
- Exploratory Reading and Writing
- Revising Your Initial Research Question
- Grammar 4: Pronoun Agreement and Reference

Week 5: Research [January 30 - February 5]

- The Theory of Research
- Finding and Evaluating Sources
- Introduction to Documentation
- Taking Notes
- Annotated Bibliographies
- Grammar 5: Misplaced and Dangling Modifiers

Week 6: Analysis & Synthesis (cont.) [February 6 - 12]

- Reading and Analyzing Research
- Generating More Ideas
- Comparison-Contrast
- Maintaining Your Voice
- Grammar 6: Parallelism
- **PROJECT 2 — DRAFT DUE (Friday, February 12)**

Week 7: Drafting
[February 13 - 19]

- Argument Structure
- Integrating Sources
- Grammar 7: Comma, Colon and Semi-Colon Usage

Week 8: Revising (1)
[February 20 - 26]

- Macro vs. Micro Revision
- Thinking Rhetorically
- Understanding Thesis Support Structure
- Understanding Reader Expectations
- Ordering Your Ideas
- Grammar 8: Sentence Fragments

Week 9: Revising (2)
[February 27 - March 4]

- Revising the “Nuts & Bolts”
- Revising Your Thesis
- Paragraph Development
- Grammar 9: Run-ons: Fused Sentences and Comma Splices
- **PROJECT 3 — DRAFT DUE (Monday, February 29)**

Week 10: Revising (3)
[March 5 - 11]

- Revising the “Nuts & Bolts” (cont.)
- Introductions, Conclusions, Titles
- Documentation and Formatting
- Structure of the Final Portfolio
- iWebfolio
- Grammar 10: Punctuation, Titles, Capitalization and Numbers

Week 11: Finalizing The Portfolio | Reflections on English 101 (NO F2F CLASS)
[March 12 - 14]

- Reflective Analysis
- Looking Back and Looking Forward

Week 11 (cont.): Exam Week
[March 15 - 19]

- **FINAL PORTFOLIO DUE (Wednesday, March 16)**

Please Note: As this will be a dynamic course, the course schedule is subject to change. Any changes to the overall course schedule will be announced well in advance and reflected in Blackboard.