

ENG 1020: RHETORIC AND COMPOSITION II

Spring 2015

ENGL 1020 Section 63, CRN 22569

Credit: 3 hours

Class times: Monday 5:30pm-8pm

Instructor: Dr. Meghann Meeusen

Office Location: Library 403

Office Hours: MWF 12:00pm-3pm, after class or by appointment

Office Phone Number: 586-651-0289 (personal cell)

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I prefer email as the method to contact me with inquiries regarding class, and I check for messages regularly. Please only use my private phone for dire emergencies, and keep in mind I am not typically available to answer.

Course Description

English 1020 Rhetoric and Composition I reviews competencies stressed in English 1010 with emphasis on the following: extended essay; use of research matter in writing; attention to diction, figurative and symbolic language, relationship of style and meaning. The course is offered every semester.

Prerequisite: ENGL 1010 or ENGL 1011 or UHON 1010 with minimum grade of C or placement; or department head approval. This course fulfills a General Education requirement in Category 1: Rhetoric and Composition.

Required Materials

1. Trimbur, *The Call to Write*, 5/3
2. Sommers, *The Bedford Handbook*, 8/e
3. Individual readings available on Blackboard Learn.

Course Objectives

English 1020 is a continuation of English 1010, a course that introduces college-level thinking and writing. This course builds on the previous course by reinforcing and extending its objectives for students in the following ways:

1. Continue developing writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (audience, purpose, persona). Special emphasis will be placed on more

challenging approaches to revision and rhetorical context so that students exercise varied and complex rhetorical options.

2. Continue producing final products that reflect appropriate textual conventions, with special emphasis on generating longer texts for the academic community and other specific audiences.
3. Continue sharing writing and reading with one another as a means of increasing awareness of rhetorical options and of practicing critical readings of both student and college-level texts. Emphasis will be placed on readings drawn from a variety of nonfiction sources.
4. Continue developing critical thinking processes, with special emphasis on the processes of primary and/or secondary research (how to find, evaluate, and incorporate research).

English 1020 Outcomes

At the end of English 1020, each student who earns a C or better will have:

1. Demonstrated and used invention strategies that help writers develop ideas, formulate a thesis, and adjust organization and details for the audience's needs.
2. Used revision to clarify and/or improve features central to a text's success such as its purpose, thesis, organization, use of supporting details, use of source material, or audience awareness.
3. Worked effectively in peer groups to give and receive substantive feedback on emerging drafts.
4. Written, via multiple drafts, at least two thesis-driven arguments appropriate for their intended audiences.
5. Developed the ability to refute opposition to his or her argument and concede minor points, when necessary, to build a more effective argument.
6. Demonstrated in writing the ability to effectively negotiate disagreement among experts about a single issue.
7. Developed a sufficient understanding of the UTC Library's multisubject databases to locate and evaluate sources for reliability and persuasive potential.
8. Demonstrated in writing the ability to accurately represent the main ideas of outside sources.
9. Become familiar with major methods of documentation and gained competency in at least one of those methods such as MLA or APA.
10. Effectively incorporated the ideas of others into one's writing, negotiating tone and vocabulary as appropriate to maintain a coherent voice.
11. Used personal experience and expert knowledge (outside sources) to argue as appropriate.
12. Demonstrated mechanical and stylistic competency expected of first-year college writers (minimally a mastery of Top 20 Freshman Writing Errors, 2006, which are posted on Blackboard).
13. Revised and edited at least four formal projects for a total of 5000-6000 words (approximately 20-25 double-spaced pages).

VARIETIES OF COURSE WORK

Drafts of Formal Assignments & In Class Writing/Participation (20% of final grade, aka 200 total points)

Drafting is an important part of the writing process, and thus for all major assignments, you'll be asked to bring a draft of your work in a class preceding the actual due date. Additionally, to demonstrate their thoughtful research approaches, active participation, and critical thinking, students will complete a variety of assignments in class. Student earn drafting/in-class writing points by having a complete draft ready in class and participating fully in any in class writing activities. **These points can only be earned if a student is present in class**, as points are earned by participating in peer review and other class activities.

Students are expected to actively participate in the course, sharing their ideas and contributing to the classroom community in thoughtful, prepared ways. This participation should include: vocal contributions to large and small group discussions, preparation for class including completing all readings and bringing materials to class, and active listening during all activities and lecture. Verbal participation is a significant portion of the overall participation.

Final, Revised Versions of Major Assignments (75% in total)

During the semester, students will complete four major writing assignments, as follows:

1. **Argument Writing Study: Report and Sample (25%, aka 250 points)**
 - a. Writing Research Report (150 points)—Students conduct an in depth study into the characteristics, conventions, context, and cultural considerations of a particular kind of argument driven writing and submit a report (following specific guidelines provided in course materials) that shares the data and information collected and analyzed in the study. (750+ words)
 - b. Writing Sample (100 points)—Students create a sample of the argumentative driven writing they wrote about in their report, and comment on how particular choices as producer of this text relate to the research conducted in the preceding study. (word count varies)
2. **Argument Writing Study: Report and Sample (25%, aka 250 points)**
 - a. Writing Research Report (150 points)—Students conduct an in depth study into the characteristics, conventions, context, and cultural considerations of a particular kind of research driven writing and submit a report (following specific guidelines provided in course materials) which shares the data and information collected and analyzed in the study. In this report, they pay

particular attention to whether any individuals have limited access to the information presented in this genre, especially due to social positionality (750+ words)

- b. **Writing Sample** (100 points)— Students create a sample of the research driven writing they wrote about in their report, and comment on how particular choices as producer of this text relate to the research conducted in the preceding study. In this sample, students also alter the genre in some way to provide greater access to the individual(s) they noted in the report who have limited access to the way of sharing information that is typical in the genre. (word count varies)
3. **Annotated Bibliography of Academic Articles** (10%, aka 100 points)— Students read and analyze at least six academic articles published by a journal to which they can submit an academic thesis-driven scholarly essay. Based on this analysis, students write a short proposal for the article they will write as the final essay of the semester. (900+ words)
 4. **Thesis-Driven Scholarly Essay for Publication** (15%, aka 150 points)—Students write a formal academic style scholarly essay driven by a thesis. This essay should be appropriate to a particular scholarly journal where the student could reasonably send their work for publication, analyzed in the annotated bibliography. (2500+ words)

Final Portfolio (5%, aka 50 points)

At the end of the semester, students will submit all major assignments/essays listed above as a collective portfolio in conjunction with a short reflective essay discussing the work they've completed this semester (500+ words). Since students have already completed drafts and revision of those drafts for all assignments, they need not revise these assignments before submission in the portfolio. The reflective essay, however, can describe what further revisions students would complete on any/all assignments to continue to improve the work of the semester.

GRADING BREAKDOWN

90%-100% A	exceptional, outstanding work
80%-89% B	strong, thoughtful work
70%-79% C	average, complete work
60%-69% D	problematic, sloppy work
59% F	incomplete, careless work

Grammar Instruction in ENGL 1020: Instruction in grammar rules and other sentence-level writing conventions occur in a number of ways in this class. We often

address them in class if I see several students making the same error. I may also point out problems in my written comments on your drafts. And if we are in a writing conference, we can easily talk about any patterns of error that appear in your writing. When I point out errors, the burden is on you to use your Bedford Handbook to understand how to correct the problem. If you still have trouble, let me know.

COURSE POLICIES

Attendance and Late Work

Active participation is essential in this course, so I expect students to be in class each time we meet. I assume that if you are absent, you have a good reason for having to miss class. I do not distinguish between excused and unexcused absences because the result of any absence is the same: missed participation and less learning. In this course, you may accumulate two weeks of absences with no additional penalties other than those imposed for missed work.

Beginning with the **third** missed day, students will forfeit one letter grade off the final course grade for each absence. Any student missing a full third of class (5 classes on a one-meeting per week schedule) will fail the course. If extenuating circumstances are causing you to miss class beyond the mid-term drop deadline, you may petition the Records office for a late withdrawal.

If a student must be absent, he/she is responsible for all missed content, including turning in assignments on their given due date. Please demonstrate professionalism by arriving to class on time, and do not begin preparations to leave the classroom until class has officially ended. Finally, any health conditions that prevent students from regular attendance should be discussed with me at the beginning of the semester.

I do not accept late work. Although I reserve the right to make exceptions to this policy, this is rare and is only possible after a meeting with me. If you foresee a problem completing an assignment on time, please speak to me at least 48 hours in advance, at which time I am far more open to making arrangements.

ADA Statement

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Disability Resource Center (DRC) at 425-4006 or come by the office, 102 Frist Hall, or <http://www.utc.edu/Administration/DisabilityResourceCenter/>.

Counseling and Career Planning

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Personal Development Center at 425-4438 or <http://www.utc.edu/Administration/CounselingAndCareerPlanning/>.

Writing Center

The Writing Center is a free service to all members of the UTC community. Staffed by trained peer tutors, it offers services such as one-on-one consulting at any stage of the writing process, writer's resources, and computer access. It is always advisable to schedule an appointment for a consultation to avoid waiting. Please visit the Writing Center in Holt 119 or call for an appointment: 425-1774.

UTC Email

To enhance student services, the University will use your UTC email address for communications. Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-4000

The UTC Composition Program's Statement on Plagiarism

Plagiarism occurs when you use the words, phrases, sentence arrangement, or main ideas of someone else in your writing without giving credit to the source. In the most blatant cases, a student will turn in a paper that was written by another person, downloaded from an Internet site, or ordered from an "essay factory" or "term paper mill." In other cases, students commit plagiarism because they do not fully understand the proper way to document outside source material. In either case, plagiarism is wrong. Students who are suspected of committing plagiarism may be reported to the UTC Honor Court. If found guilty by the Honor Court, the student will receive an F on the assignment or in the course. In especially egregious cases of academic fraud, the student may be dismissed from the University.

Documentation is required when you quote, paraphrase, or summarize the words or ideas of other writers in your own writing. Your composition handbook and textbook clearly explain how to give credit to outside material that you use in your work. If you are ever uncertain about how or whether to document material, consult your teacher before turning in the written work.