

English 102—Research, Writing, & Rhetoric

CRN# 20527: T/Th 9:30–10:45, Wallace 327

CRN# 26624: MWF 11:15–12:05, Wallace 328

3 credit hours

Eastern Kentucky University

Dr. Dominic Ashby

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Spring 2016

Office Location: Case Annex 388

Office Hours: MWF 10:00–11:00

& By Appointment

ENG 102 Course description: Writing course refining ENG 101 components; studying information sources and research methods; accessing, critically reading, evaluating, integrating, and documenting primary and secondary sources; utilizing information technology for inquiry, analysis, and argumentation.

Prerequisite: ENG 101 or equivalent.

English 102: Research, Writing and Rhetoric is a General Education course and, therefore, falls under the following goals and student learning outcomes.

GENERAL EDUCATION GOALS FOR COMMUNICATION COURSES

At the end of the semester, students will be able to:

1. Communicate effectively by applying skills in reading, writing, speaking, and listening and through appropriate use of information technology. (GE Goal 1)
2. Use appropriate methods of critical thinking and quantitative reasoning to examine issues and to identify solutions. (GE Goal 2)
3. Integrate knowledge that will deepen their understanding of, and will inform their own choices about, issues of personal and public importance. (GE Goal 8)

ENG 102: Research, Writing and Rhetoric

At the end of the semester, students will be able to:

1. Focus on a specific purpose for a defined audience
2. Define a specific topic that integrates information in order to develop a well-organized and clearly stated thesis
3. Provide adequate and relevant supporting evidence gathered from the critical reading of college-level texts from primary and secondary sources
4. Integrate their own ideas with those of others to draw conclusions and build arguments as a result of the collection, evaluation, synthesis, and citation of academic research
5. Construct a well-organized text that coherently integrates outside sources to support a clearly stated thesis
6. Paraphrase, summarize, and quote primary sources effectively and use appropriate documentation style when citing sources
7. Present sentence structure, tone, voice, and vocabulary appropriate for academic writing
8. Follow the conventions of academic writing, including using appropriate surface features such as grammar, punctuation, spelling, and page formatting

Required texts:

Greene, Stuart, and April Lidinsky. *From Inquiry to Academic Writing: A Practical Guide* (2nd ed.). New York: Bedford/St. Martin's, 2012.

Hacker, Diane. *A Pocket Style Manual*. 7th ed. Boston: Bedford/St. Martin's, 2014

Course Policies

Attendance: This course is highly dependent on student interaction and discussion. For this reason, class attendance is mandatory to successfully complete the course. **You may miss no more than 3 classes during the semester without penalty. Additional absences will accrue penalties to your final course grade.** For each additional unexcused absence, your course grade will drop by half a letter grade.

Exceptions to this policy may be made for certain absences. For the purposes of this course, "excused absences" include verifiable medical or family emergencies, university approved activities (accompanied by a university excuse), illness, and other absences as outlined in the University's "Student Absence from Class" policy

http://policies.eku.edu/sites/policies.eku.edu/files/policies/4.1.6_student_absence_adopted_12.1.14.pdf.

Students asking for an absence to be excused must bring documentation of the reason for the absence. Students whose absences are not excused will not normally be allowed to make up tests, quizzes, and/or assignments. Students who anticipate having a high number of *excused* absences should contact their instructor as soon as the situation arises so that they can make arrangements for how to handle missed class time. Late arrival or early departures from class that are unexcused will be considered in the tabulation of absences as well.

Last Date to Drop the Course: Please visit the Colonel's Compass online (<http://colonelscompass.eku.edu/>) for the last date to drop the course.

Accommodations for Students with Disabilities: A student with a "disability" may be an individual with a physical or mental impairment that substantially limits one or more major life activities such as learning, seeing or hearing. Additionally, pregnancy or a related medical condition that causes a similar substantial limitation may also be considered a disability under the ADA.

If you are registered with the [Office of Services for Individuals with Disabilities](#), please obtain your accommodation letters from the [OSID](#) and present them to the course instructor to discuss any academic accommodations you need. If you believe you need accommodation and are not registered with the [OSID](#), please contact the office in the Whitlock Building Room 361 by email at disserv@eku.edu or by telephone at (859) 622-2933. Upon individual request, this syllabus can be made available in an alternative format.

Academic Integrity

Students are advised that EKU's Academic Integrity policy will strictly be enforced in this course. The [Academic Integrity policy](#) is available at the [policy website](#). Questions regarding the policy may be directed to the Office of Academic Integrity.

The assumption in ENG 102 is that the writing you submit is your own original writing — that is, produced originally for this class. The expectation is that you will appropriately identify that portion of your work which is collaborative with others, or which is borrowed from others, or which is your own work from other contexts. In other words, you should credit others' contributions to your work. You should not claim, as your own, writing that is not your own. To do so is considered plagiarism, a serious violation of the principle of academic integrity.

To copy someone else's writing without acknowledging that use is an act of academic as well as professional dishonesty, whether you borrow an entire report or a single sentence. The most serious forms

of academic dishonesty are to "buy" an entire paper; or to have someone else write an assignment for you; or to turn in someone else's entire paper (or significant portions of an existing piece of writing) and call it your own. These forms of dishonesty constitute serious breaches of academic integrity.

Also, please be aware of what is sometimes referred to as "self plagiarism." It is not acceptable to resubmit the same paper, or even part of a paper, for multiple classes. Professionals have to deal with this, too; this is why sometimes you see published authors citing their own previous works.

Mutual Respect: I encourage vigorous and lively discussion and debate in this class and within our university community. However, personal insults on an individual person's race, class, gender, sexuality, age, veteran status, or ability will not be tolerated. Practice empathy and help maintain our classroom and university as a safe and inclusive place.

Official Email: An official ECU email is established for each registered student, each faculty member, and each staff member. All university communications sent via email will be sent to this ECU email address. I will not send course communications to an alternate email address.

Cell Phones, Text Messaging, and Other Distracting Stuff: How do you react when somebody's cell phone starts ringing in a movie theater or in the middle of a business meeting? How do you feel when you're giving a presentation and someone in the audience is checking Facebook or texting their friends? In general, the policy is this: Do not interrupt the class in any way, or distract your classmates, or show disrespect for the instructor or other students in the class. Turn cell phone ringers to Off. If you must (say, you are waiting on an update on a close relative's condition), take calls and do text messaging outside the classroom, not in it.

Course Projects & Grading

Through the course of the semester, I will ask you to engage with an extended inquiry project on a topic of your choice (within certain guidelines that I will provide). This project will involve three major written projects, along with several supporting short-writes and in-class projects. *Revision* is at the core of this class—many of the short assignments will build into the larger assignments, and the larger assignments themselves will undergo several stages of drafting.

Participation is an important part of the course—be active and on-task during class.

The major projects are a rhetorical analysis of a published argument, a researched argument (which will include a formal proposal and annotated bibliography, along with the argument essay itself), and a creative "remediation" or reworking of your researched argument into a new genre and composed for a new audience. Each project will go through several stages of drafting and revision, during which you will receive feedback from me and your peers. You will receive credit for your pre-writing and drafts on a complete/incomplete (credit/no credit) basis, so make sure to pay close attention to due dates, word counts, source requirements, and other basic requirements. Letter grades for your final (revised) drafts of the major essays will be determined using the *First Year Writing Rubric* (the same rubric used in ENG 101), included later in this syllabus. At the end of the semester, you will submit a final portfolio of your work, which will include a cover letter reflecting on your writing this semester. You will also have the opportunity to further revise one of your major projects.

Grade Distribution:

Assignment	Points possible	Assignment	Points possible
Participation	100	Creative Remediation	150
Rhetorical Analysis	100	Inquiry Proposal	50
Annotated Bibliography	200	Portfolio Cover Letter	100
Researched Argument	300		

Grading Scale:

A 900–1000	B 800–899	C 700–799	D 600–699	F 599 and below
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Noel Studio: In addition to seeking feedback on your writing from me and your classmates, I encourage you to take advantage of the services of the Noel Studio consultants. The Noel Studio for Academic Creativity is a free resource for the ECU community, including graduate and undergraduate students. At the Noel Studio, a trained consultant will work with you or your small group on any piece of written or oral communication, at any stage in the process from brainstorming to finished product. Consultants can also help you develop effective research strategies. For more information, visit the Noel Studio website at <http://www.studio.ecu.edu/> or call 859-622-7330.

Spring 2016 Weekly Schedule

***Note: Dr. Ashby reserves the right to change this schedule as necessary, with notice. You are responsible for all content covered and assignments due on days you are absent from class.

Week 1 1/18–1/22	<ul style="list-style-type: none"> Course introduction Set up Google Drives Review of the rhetorical situation and appeals Discuss the evaluation rubric and writing process 	
Week 2 1/25–1/29	<ul style="list-style-type: none"> Noel Studio Overview Expectations of academic writing (include thesis statements; source use; in-text citations) Library Session Research Topic selection 	-Read <i>FIA W</i> 1–14, Academic Writing Short Write: Writing to academic and non-academic audiences -Read <i>FIA W</i> 120–132, Finding Sources
Week 3 2/1–2/5	<ul style="list-style-type: none"> Conferences on Topic Proposals Kairos and the Rhetorical Situation 	Due: Research Topic Proposal -Read <i>FIA W</i> 29–42, Reading as a Writer and Writing as a Reader
Week 4 2/8–2/12	<ul style="list-style-type: none"> Analyzing Arguments Toulmin Model Introduce Rhetorical Analysis essay Using direct quotes, paraphrases, and summaries 	-Read <i>FIA W</i> 51–71, Analyzing Claims and Arguments -Read <i>FIA W</i> 139–152, Source Use, & <i>PSM</i> 107–116, Avoiding Plagiarism

Week 5 2/15–2/19	<ul style="list-style-type: none"> Peer review session (draft due) Individual Conferences 	Read <i>FIA W</i> 273–294, Peer Editing (you can skip over the sample essays)
Week 6 2/22–2/26	<ul style="list-style-type: none"> Introduce Annotated Bibliography Workshop on Research Questions Library Session on Research Methods 2 	Due: Rhetorical Analysis
Week 7 2/29–3/4	<ul style="list-style-type: none"> Workshop on citation styles (APA, MLA, and Chicago) 	Read <i>FIA W</i> 132–138, Evaluating Sources
Week 8 3/7–3/11	<ul style="list-style-type: none"> Workshop on Source Evaluation Prewriting for Annotated Bibliography Introduction Peer Review Annotated Bibliography 	Midterm grades posted online by 3/7
Week 9 3/9–3/18	Spring Break	
Week 10 3/21–3/25	<ul style="list-style-type: none"> Rhetorical appeals in academic writing Logical Fallacies Introduce Argument Essay Prewriting for Argument Proposal; Audience Inventory 	Due: Annotated Bibliography -Read <i>FIA W</i> 199–222, Ethos, Pathos, Logos, and Fallacies -Read <i>FIA W</i> 73–90, Issues and Research Questions
Week 11 3/28–4/1	<ul style="list-style-type: none"> Conference on Proposals Workshop on Synthesizing Research 	Due: Argument Proposal -Read <i>FIA W</i> 152–170, Synthesizing Sources
Week 12 4/4–4/8	<ul style="list-style-type: none"> Workshop drafts for audience and tone Workshop drafts for source use 	Due: Argument Rough Draft
Week 13 4/11–4/15	<ul style="list-style-type: none"> Online peer review of full Argument Essay Individual Conferences Introduce video remediation project; selecting audiences and genres 	Due: Full Draft of Argument Essay
Week 14 4/18–4/22	<ul style="list-style-type: none"> Noel Studio workshop on video editing Copyright and Fair Use workshop 	Due: Final Draft of Argument Essay
Week 15 4/25–4/29	<ul style="list-style-type: none"> Peer review video remediation In-class time to work on videos 	
Week 16 5/2–5/6	<ul style="list-style-type: none"> Present Video Projects 	
Finals Week	<ul style="list-style-type: none"> Final Portfolio Due 	

Eastern Kentucky University Department of English & Theatre

First-Year Writing Grading Rubric

C = COMPETENT (70-79)

A competent text meets the following standards:

Follows assignment instructions as specified by the instructor.
Is organized as the assignment requires (summary, narrative, argument, analysis, etc.).
Meets assignment requirements for length, genre, approach, or rhetorical situation.

Unity

Focuses on a specific purpose for a defined audience (SLO 1).
Defines a topic leading to a clearly stated thesis (SLO 2).
Analyzes and synthesizes evidence coherently around thesis throughout the text (SLO 5).

Development

Provides adequate and relevant supporting information gathered from the critical reading of college-level texts from primary sources for 101 and from primary and/or secondary sources for 102 and 105 (SLO 3).
Shows careful research and use of trustworthy sources (if required) (SLO 3).
Integrates the student's ideas with the ideas of others to draw conclusions and build arguments (SLO 4).
Paraphrases, summarizes, and quotes sources effectively (SLO 6).
Documents all sources appropriately in-text and in a reference listing such as a Works Cited when quoted, paraphrased, summarized or otherwise used for information (SLO 6).

Conventions of Academic Writing

Uses sentence structure, tone, voice, and vocabulary appropriate for academic writing (SLO 7).
Has been proofread and edited carefully to reflect Standard English considerations such as grammar, punctuation, and spelling (SLO 8).
Is formatted according to MLA or other standards of the assignment (SLO 8).

B = PERSUASIVE (80-89)

A persuasive text meets the following standards in addition to the competency standards above:

Coherence

Presents effective transitions between paragraphs and between sentences.
Uses clear prose including sentence-level style such as variation, rhythm, vocabulary, and phrasing.

Evidence

Develops points thoroughly with specific and concrete evidence (ex: quotes, data, statistics).
Engages with an appropriate number of reliable, college-level sources for support.
Integrates evidence from outside sources smoothly and with precise documentation.

A = ACCOMPLISHED (90-100)

An accomplished essay distinguishes itself through one or more of the following characteristics in addition to meeting the competent and persuasive standards above:

Clarity	Accuracy	Precision	Relevance
Depth	Breadth	Logic	Significance
Fairness	Seamless Coherence	Sophistication	Recognizable Voice

D = DEVELOPING (60-69)

A text is developing and will receive a D if it attempts to establish a controlling purpose but fails to competently maintain unity throughout the composition. This text may also lack audience awareness, coherence, and/or evidence and/or have several problems with the conventions of academic writing. *You should schedule a conference with your instructor if your text earns a D.*

F = BEGINNING/INEFFECTIVE

A text that does not meet the basic standards of competency will receive an F. *In this case, you should schedule a conference with your instructor to discuss your ability to be successful in the class.*

This text does not meet competency standards because:

- it shows minor problems in all areas, or
- major problems in one or two competence areas.

The most common reasons for receiving an F include unintentional plagiarism, failure to meet assignment requirements such as length or research, or lack of a controlling purpose or thesis.

If you are found to have plagiarized intentionally, your paper will be removed from this general rubric, and we will follow guidelines for an infraction of Academic Integrity. You can see ECU's Academic Integrity policy at www.academicintegrity.ecu.edu.