ENGLISH 102-40/SPRING 2023

Intermediate College Writing

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Class Meetings: T-Th 9:30-10:45 pm, BAB 413
Office hours: Tues 11:00-12:00, Thurs 13:00-14:00 and by appointment
Office: Bingham Humanities LL04

If you miss class, contact this person to find out what you missed:

Name:
Email or Phone #:

What is this course about?

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.

In addition to daily homework, there will be six assignments.

Unit 1: Developing Research Questions (Weeks 1-4)
Assignment 1: Research Proposal

Unit 2: Annotated Bibliography (Weeks 5-7)
Assignment 2: Annotated Bibliography

Unit 3: Argumentative Research Paper (Weeks 8-12)
Assignment 3: Argumentative Research Paper 1st Draft

Unit 4: Presentation, Peer Review and Revision (Weeks 13-15)
Assignment 4: Presentation about Research Paper
Assignment 5: 3 Peer Review Essays
Assignment 6: Argumentative Research Paper Revised Draft (with a cover letter)

What are the features in this course?

Writing is a process. Literacy community matters.
When you have enrolled in this class, you have become one member of a literacy community. The success of the class depends on you. This class values your participation.
You will:

- Select a topic and go through the research process;
- Practice public speaking and conduct presentations twice;
- Write 3 peer review reports and help your classmates revise their paper;
- Write extensively and revise your draft thoroughly.

What text and materials should I obtain?

- One dry erase marker
- A notebook and something to write with
- PDFs of course readings will be posted on Blackboard. You are responsible for printing them or bringing a marked-up digital version to class.
- Gerald Graff and Cathy Birkenstein *They Say/I Say: The Moves That Matter in Academic Writing 2016 MLA Update, Edition 3,* 978-0393617436 (https://www.academia.edu/40969274/They_Say_I_Say_3rd_edition)

Who can take this course, and what requirement does it satisfy?

This course is open to students who have taken English 101 or received credit for it (via transfer credit or the portfolio placement process). It satisfies a General Education Written Communication Requirement. See the appendix (page 7) for the general education WC outcomes.

What are the 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

How will my grade be calculated?

Attendance	50 pts	5%
Class engagement	50 pts	5%
1 Presentation in weeks 1-11 about one assigned reading	30 pts	3%
7 Weekly Discussion Posts Responding to Weekly Readings or Presentation	70 pts	7%
One Visit to the University Writing Center with a 1.5-page draft	50 pts	5%
Assignment 1: Research Proposal	100 pts	10%
Assignment 2: Annotated Bibliography		
Partial Annotated bibliography: 1~2 entries on weeks 5 & 6	40 pts	4%
Annotated Bibliography Final Draft	60 pts	6%
Assignment 3: Argumentative Research Paper 1st Draft	150 pts	15%
Assignment 4: Presentation about Research Paper	50 pts	5%
Assignment 5: 3 Peer Review Essays	150 pts	15%
Assignment 6: Argumentative Research Paper Revised Draft (with a cover letter)	200 pts	20%
Total	1000 pts	100%

Final grades will be computed according to the following scale:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 59 and below
A 93-96	B 83-86	C 73-76	D 63-66	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

What is the class engagement grade?

This grade tracks that you willing to collaborate with peers and making thoughtful contributions to class. You will not do well in this grade if you

- regularly use electronic devices for non-course-related matters
- are regularly distracted during whole-class discussions
- regularly exhibit apathy or distractedness during small-group work
- regularly fall asleep
- regularly forget your readings
- regularly arrive late without discussion with me (see next section on the need to communicate)
- regularly do not attend class without discussion with me (see next section on the need to communicate)

Since this is a small class, participation in whole-class discussions is, obviously, important. However, I also know that some people—for different reasons—rarely speak up. If this describes you, please see me, and we can discuss alternative ways for you to succeed in this grade—by, for instance, talking with me outside of class about your writing or course concepts; serving as class note-taker; finding and sharing resources with the rest of the class; assisting peers outside of class.

Do you have a late and/or attendance policy? Is there a certain number of "free" unexcused absences I can have?

I expect you to come to each class meeting a) on time, b) having read the assigned material, c) having completed any required assignments, and d) being prepared to participate in the discussion or group work with your peers. So, I'll do the same thing.

Side note: If you are missing, you are accountable for the content covered **(and please do not inquire, "Did I miss anything important in class last time?" through email either)**. I hope we

always treat the class as something important to attend, so asking these questions feels as though you missing class wasn't a concern for you, so let's avoid this type of language.

In addition, I will always put what we did in class on the announcements, so please review this before emailing me with clarifying questions. It is your responsibility to determine what you overlooked. I will not contact you or attempt to locate you since I do not believe this is my obligation. However, communication is essential, so keep in touch at all times if something occurs that I would need to know that would interfere with your success in this class.

Missing class more than **four times** without a valid excuse will result in a lower engagement grade. Whatever the cause for your absence, the first four will be considered "excused," and any subsequent absences will not be excused and will start to reflect on your grade.

Please just email me to say you are using one of your four excused absences, and please refrain from sharing too much personal information. You are responsible for determining what you believe is appropriate to send to a college instructor in order for me to help you succeed in this class.

If you must miss class for a legitimate reason, please contact me as soon as possible; in any case, you are responsible for any work missed, and missing class is no excuse for failing to turn in an assignment.

The following actions may also result in a student being counted as officially absent:

- Coming to class without an adequate draft on a day when a draft is due (for peer response or for an assignment)
- Showing up to class more than 15 minutes late without contacting me
- Failing to attend a mandatory scheduled conference with me and without notifying me and without rescheduling

Learning is a collaborative experience, and I expect you to be attentive to, respectful of, and engaged with everyone in class and in our classroom setting.

Much of the learning in this course happens through your engagement with your peers and me in class via class discussion and group interaction. Your course projects will be sequential and in-class activities will build toward larger assignments. Class sessions will be highly interactive, requiring frequent participation, discussion, composing, and responding to your classmates' work.

As a result, I simply ask that if you have to miss class, if you anticipate struggling with lateness or attendance over the semester, or if a problem arises mid-semester, please contact me so we can discuss ways for you to stay engaged.

What should I do if I miss class?

If you have to miss class, I recommend doing three things:

1. notifying me that you will be or were absent
2. submitting any homework on time—or negotiating a later submission date with me
3. asking your peers what you missed so you can get caught up. **Please do *not* email me to ask what you missed; it is your responsibility to get that information from your classmates.** (You may email me, however, if you have further questions about this in-class work.)

What if I'm running late to class?

We will start promptly every day, so I expect you to arrive a few minutes before class is scheduled to begin. If you're running late, just try to get to class as soon as you can. Regular tardiness, however, will affect your class engagement grade.

What if I need an extension on a homework assignment?

There will be short homework assignments nearly every day, so **I will not accept late homework or give extensions**. If you are struggling to meet the daily demands, please see me to discuss possible solutions.

What's your policy on late work and extensions?

Weekly Discussion Posts: There are 7 selected weeks that you are required to post responses to the weekly readings or students' presentations. Your posts are due by the start of class to show your engagement in the readings and your kind responses to your peers' presentations. Late homework assignments will affect your grades.

Major projects: If you know in advance that you will have difficulty submitting a major project on time, please notify me at least 24 hours beforehand (or, if there is an emergency, as soon as possible). I will consider extensions on a case-by-case basis. If you do not contact me to discuss an extension, your assignment will lose a third of a letter grade for each calendar day late. (If you revise it—see "what is the revision policy?" above—the deductions for lateness will remain.)

What if I have computer problems?

I recommend that you regularly email your work to yourself or use a service like OneDrive, which automatically backs up your files online. Since you have these options, I will not excuse late work because of computer crashes or Internet problems.

How can I communicate with you?

Check your email regularly for updates or information about the class. Feel free to email me about anything; I will try to respond within 24 hours. If you email me on the weekend, I will try to respond within 24 hours but cannot guarantee a response before Monday morning.

What's your policy on plagiarism?

Plagiarism is defined by the university as "representing the words or ideas of someone else as one's own in any academic exercise." It includes having someone else write your paper for you, submitting the same assignment for more than one class, and inappropriately quoting, paraphrasing, and citing sources. (You can read more in Sections 5 and 6 of the Code of Student Rights and Responsibilities: https://louisville.edu/dos/students/studentrightsandrespsonsibilities.)

We will discuss how to avoid accidental plagiarism in class, and you should always feel free to contact me if you are confused. However, if I find evidence that you have *deliberately* plagiarized, I will have to report the case to the Arts and Sciences Dean's office and penalize you, which could involve a failing grade for the course.

Visit the Writing Center's online workshop for more information on avoiding plagiarism: http://breeze.louisville.edu/plagiarism09/.

Writing can be time consuming, and I understand the impulse to take shortcuts. But please refrain from using AI to generate or supplement your essays. I will periodically check your writing for artificial authorship, and detection of any will result in failure of the assignment.

What kind of behavior do you expect in the classroom?

A writing classroom should be a comfortable space for writers and thinkers. Together, we want to build an environment that's conducive to discussion and risk-taking. As a result, it's vital that you respect your peers' ideas and feelings, even when you disagree. Language or conduct that is inappropriate, inconsiderate, or prejudiced has no place in a college classroom. If your behavior becomes disruptive or distracting, I may ask you to leave class, and you will not be able to make up any missed work.

For this environment to welcome all gender expressions and identities, it is important that we address one another by our correct names and pronouns. You can't always know what someone's pronouns are by looking at them, so asking and correctly using someone's pronouns is a way to show respect for their gender identity. Commonly used pronouns include: he/him/his, she/her/her, they/them/their, and ze/hir/hir (pronounced "zee" and "here"). For more information, see https://uwm.edu/lgbtrc/support/gender-pronouns/.

What's your electronic device policy?

Please turn off or silence your phone before class. There are times, however, when I may ask you to use your phone in class, e.g., to take a picture of something and post it to Blackboard.

You are welcome to bring a laptop to class, but please stay on task. Off-task behavior (texting, checking email, etc.). will mean losing points in the class engagement grade.

What if I have a grievance?

If you have questions or concerns about your progress in this course, please do not hesitate to see me. If you are not satisfied with our discussion, you can meet with the assistant directors of the Composition Program in Humanities 333 (502-852-5915).

University Writing Center

The Writing Center is a free service for all undergraduate and graduate students, faculty, and staff. Highly trained consultants will meet with you for 50 minutes to discuss any stage of the writing process—brainstorming, organizing your essay, refining your argument, identifying patterns of error, etc. To make an appointment, go to their website http://louisville.edu/writingcenter or call 852-2173.

In Spring 2023, I also work at the University Writing Center. I encourage you to make appointments with me for one-on-one discussions about your coursework writing. We can discuss writing in general, too.

As required for the course, you should visit the University Writing Center at least once with your 1.5 drafts of coursework assignments. When you visit the University Writing Center, please inform the writing consultant that you require a visit report sent to me to claim the credits. Please email me after your visit to the University Writing Center to confirm if I have received the reports. You can go to the Writing Center to discuss any assignments in our course. Please make sure your draft is about 1.5 pages. I highly recommend you make appointments with the Writing Center as soon as possible.

Additional Resources

Ekstrom Library: http://louisville.edu/library/ekstrom/
The librarians are eager to help you find and evaluate sources for your research. If you have questions, you can visit during their office hours or even live-chat with them.

Digital Media Suite in Ekstrom Library:
http://louisville.edu/digitalmediasuite/
The Digital Media Suite offers access to equipment and support for the creation and editing of images, sound and video. Using the latest tools, students can access, analyze, evaluate and create multimedia projects. Specially trained tutors are available to offer technical support and assist students with class projects. and to offer technical support.

Disability Resource Center: http://louisville.edu/disability/

If you have a disability or condition that may impair your ability to complete assignments, please inform me about it no later than the second week of the semester (or as soon as your disability or condition is diagnosed). I encourage you to meet with me to identify, discuss, and document any feasible accommodations. If you haven't already, you should also contact the Disabilities Resource Center (Robbins Hall, 852-6938).

Services for Veterans. There is a range of resources for UofL veterans, including an office, a mentoring and tutoring program, a student organization, and a Facebook group (UofL Student Veterans of America, SAC 310). If you need an accommodation, let me know. I recognize that calls to active duty, problems with GI Bill disbursements, and other issues might affect your ability to complete assignments. If any problems arise, feel free to keep the loop, and I will do what I can to help.

Gender-Inclusive Bathrooms. A list of gender-inclusive bathrooms on campus is available at uofl.me/inclusivebathrooms.

Preferred Name. You have the right to be addressed by the name you prefer. Please feel free to communicate this to me directly. In addition, if the name you use is not currently what's in Blackboard when you log in, I encourage you to officially update that information in our system. To access the name change option, go to ULink, scroll to "Personal Information" and click on "Preferred Name." Change your first and/or middle name to your preference and click "Save." Your preferred name will display on class and grade rosters and in Blackboard. You can also have a new Cardinal Card issued with your preferred name for free. For more information on how to update your name in UofL systems, visit https://louisville.edu/lgbt/trans-uofl/preferred-name-option.

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).

Major due dates and events

I will announce daily reading and writing assignments in class. Deadlines for major writing assignments, as well as some other relevant dates, are listed below. I have the right to make changes to this schedule if necessary; if it changes, I will notify you.

February

Sunday, 2/5: Assignment 1: Research Proposal due
Thursday, 2/9: Library Visit, meet at Library W102
Sunday, 2/26: Assignment 2: Annotated Bibliography due

March

Tuesday, 3/14: No Class (Spring Break)
Thursday, 3/16: No Class (Spring Break)

April

Sunday, 4/2: Assignment 3: Argumentative Research Paper 1st Draft due
Sunday, 4/9: Assignment 5-1: First Peer Review Essay due
Sunday, 4/16: Assignment 5-2: Second Peer Review Essay due
Sunday, 4/23: Assignment 5-3: Third Peer Review Essay due
Thursday, 4/27: Assignment 6: Revised Argumentative Research Paper due

Appendix

What are the learning outcomes for all general education written communication courses?

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:

Outcome	Instructor's Assessment of Outcome
Produce writing that reflects a multi-stage composing and revising process and that illustrates multiple strategies of invention, drafting, and revision.	Students will produce at least two drafts of each major assignment and will receive credit for engaging in various stages of the writing process (e.g., brainstorming, peer feedback).
Select and/or use appropriate genres for a variety of purposes, situations, and audiences.	Students will write in multiple genres (e.g., proposal, exploratory essay, researched argument, video, reflections) and address at least two different audiences over the course of the semester. Their written reflections will address how their audience and purpose shaped their research and writing choices.
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.	Students' writing will be graded, in part, on awareness and control of textual conventions.
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.	Students' writing will be graded, in part, on students' ability to think critically about their sources.
Select, evaluate, and integrate material from a variety of sources into their writing and use citation appropriate to the discipline.	Students' writing will be graded, in part, on students' ability to integrate a variety of primary and secondary sources in their writing.

Unit 1	Developing Research Questions
Week 1	
Tuesday	
1/10	Read Syllabus, Course Schedule, and review other policies Complete Presentation Sign-up Sheet for weekly readings Complete survey posted on Blackboard
Thursday	
1/12	Reading: "Introduction: Entering the Conversation," *They Say, I Say*. 1-15. Introduction to Assignment 1: Research Proposal
	Note: January 13 - Last day to drop/add with 100% tuition credit
Week 2	
Tuesday	
1/17	Reading: "Chapter 1 'They Say': Starting with What Others Are Saying," *They Say, I Say*. 19-29. 2 students' presentations
Thursday	
1/19	Readings: "Chapter 8 'As a Result': Connecting the Parts," *They Say, I Say*. 105-120. 2 students' presentations
Week 3	
Tuesday	
1/24	Reading: "Chapter 2 'Her Point is': The Art of Summarizing," *They Say, I Say*. 30-41. 2 students' presentations
Thursday	
1/26	Reading: "Chapter 9 'Ain't So/Is Not': Academic Writing Doesn't Always Mean Setting Aside Your Own Voice," *They Say, I Say*. 121-128. 1 student' presentation
Week 4	January 30 – Last day to withdraw with 50% tuition credit
Tuesday	
1/31	In-class Writing Research Proposal Research Proposal conference
Thursday	
2/2	Peer review research proposal In-class Writing Research Proposal

Sunday	
2/5	Research Proposal Due
Unit 2	Annotated Bibliography
Week 5	February 6 – Last day to withdraw with 25% tuition credit
Tuesday	
2/7	Introduce Unit 2 Assignment. What is an Annotated Bibliography. Reading: "Chapter 3 'AS He Himself Puts it': The Art of Quoting," *They Say, I Say*. 42-54. 2 students' presentations
Thursday	
2/9	Library Visit; Meet me in Ekstrom Library W102
Sunday	
2/12	One entry annotated bibliography due.
Week 6	
Tuesday	
2/14	Reading: "Chapter 4 'Yes / No / Okay, But': Three Ways to Respond," *They Say, I Say*. 55-67. 2 students' presentations
Thursday	
2/16	Reading: "Chapter 10 'But Don't Get Me Wrong': The Art of Metacommentary," *They Say, I Say*. 129-138. 2 students' presentations
Sunday	
2/19	One entry annotated bibliography due.
Week 7	
Tuesday	
2/21	Conference for bibliography
Thursday	
2/23	Peer Review
Sunday	
2/26	Assignment 2 Due
Unit 3	Argumentative Research Paper
Week 8	
Tuesday	
2/28	Introduction to Unit 3 Reading:

	"Chapter 5 'And Yet': Distinguishing What You Say from What They Say," *They Say, I Say*. 68-77. 2 students' presentations
Thursday	
3/2	Reading: "Chapter 11 'He Says Contends': Using the Templates to Revise," *They Say, I Say*. 139-162. 2 students' presentations
Week 9	
Tuesday	
3/7	Reading: "Chapter 6 'Skeptics May Object' Planting a Naysayer in Your Text," *They Say, I Say*. 78-91. 2 students' presentations
	Note: March 8 – Last day to withdraw
Thursday	
3/9	Reading: "Chapter 14 'What's Motivating This Writer': Reading for the Conversation," *They Say, I Say*. 173-183. 2 students' presentations
Week 10	
Tuesday	
3/14	Spring Break
Thursday	
3/16	Spring Break
Week 11	
Tuesday	
3/21	Reading: "Chapter 7 'So What? Who Cares?': Saying Why It Matters," *They Say, I Say*. 92-104. 2 students' presentations
Thursday	
3/23	Reading: "Chapter 17 'Analyze This': Writing in the Social Sciences," *They Say, I Say*. 221-238. 2 students' presentations
Week 12	
Tuesday	
3/28	In-class writing activity Sign-up Sheet for Presentations
Thursday	

3/30	Introduction to Unit 4 Peer Review Sign-up Sheet for Presentations
Sunday	
4/2	Assignment 3 Due
Unit 4	Presentation, Peer Review and Revision
Week 13	
Tuesday	
4/4	Student presentations
Thursday	
4/6	Student presentations
Sunday	
4/9	First peer review essay due
Week 14	
Tuesday	
4/11	Student presentations
Thursday	
4/13	Student presentations
Sunday	
4/16	Second peer review essay due
Week 15	
Tuesday	
4/18	Student presentations
Thursday	
4/20	Student presentations Note: Last day of Tuesday-Thursday classes
Sunday	
4/23	Third peer review essay due
After Week 15	
Monday	
4/24	Note: Last Day of Classes
Tuesday	
4/25	Note: Reading Day
Thursday	
4/27	Assignment 6 Revised argumentative research paper due
4/26~5/2	Note: Final Exams
5/13	Note: Degree Date and Commencement