College Writing II ESL

Thinking Like a Writer, Reading Like a Skeptic

Course Purpose
College Writing II ESL is designed to develop further the writing and analytical skills you acquired in CW I ESL. The ability to research, process, and creatively synthesize information and as a result produce innovative ideas is a skill that you will be able to apply in a variety of work environments, whether you choose a career in engineering, the sciences or the humanities.

To enable you to become effective writers and researchers, this course will help you:

•Ask rigorous questions of texts and arguments; you will explore your own ideas, the ideas found in outside sources, and those of your classmates to reach the point of objective discovery.

•Learn how to develop research questions, identify viable research topics and generate effective search terms;

• Identify relevant outside sources (in the library, online and in databases) and assess their credibility;

•Learn how to build original arguments that incorporate outside research in legitimate ways.

•Use work with outside sources and reading to improve your grammatical and vocabulary control of the English language

•Build successful counter-arguments. This is central to our course: you will learn to combine your own critical thinking with that of others in order to provide an insightful, informed and nuanced argument on an important issue.

•Work productively with multiple drafts to revise papers by incorporating feedback from peers and faculty while focusing on making informed choices about content, grammar and vocabulary.

•Improve your editing and revision skills, particularly in relation to identifying and correcting patterns of grammatical and stylistic error.

Course Description
CW II ESL is a discussion class and writing workshop wherein we will work on each student's individual writing process in a group. We will analyze different concepts, essays, cultural and social phenomena, while conducting outside research and discussing prewriting, drafting, and revision. Your fellow students and I will evoke your critical thinking so that you consider arguments and your own ideas in a deeper, more creative, and complex way.

Required Texts:
1.Goshgarian Gary and Kathleen Krueger. ***Dialogues: An Argument Rhetoric and a Reader.*** 7th edition.
New York: Pierson, 2009.

2. Carr, Nicholas. *The Shallows: What the Internet is Doing to Our Brains.* New York: W.W. Norton & Company, 2010.

Recommended:
Hacker, Diana. *A Writer's Reference.* (any edition will do); whatever grammar book you have on hand.

Requirements:
1. **Essays.** You will be responsible for four graded take-home essays (varying in length). They should be typed; MLA formatted and double-spaced; with 1 inch margins, in font Times New Roman 10-12 pt; with indented paragraphs, and no lines inserted between them. A paper that fails to meet the length requirement may not receive a passing grade. The first two papers will be shorter, 4-5 pages, while the last two will be longer, 5-6 pages. All papers will be submitted in both hard copy to me and an electronic copy to Turnitin. Papers without electronic submissions will not be graded.

2. The Assignment Sheet will not only give you the topic and the writing prompt, but will also contain the requirements for the paper. These will in turn constitute the grading rubrics. Your papers will be evaluated against the specific requirements listed in the assignment sheet, besides, of course, the general criteria for strong argumentation that you should be have encountered in CW I.

3. **Peer Editing Workshops.** Peer editing is the supportive critique of other students' papers, based on a set of specific criteria and guided by worksheets prepared by me to help you focus on a particular aspect of writing. By closely and thoughtfully evaluating other students' papers, your competence in evaluating your own work will increase. Because peer review is an important component of the class, you must bring a draft to class (or conference) on the day assigned. (failing to do so will affect your homework grade negatively). You are required to submit the draft reviewed in class (as well as your peer editing comment sheet and all prewriting exercises) along with your final paper. Also, since your participation is crucial for the success of the course as a whole, your thoughtful suggestions will count towards the participation component of your final grade.

4. **Attendance and Participation** are mandatory. You are allowed two absences (no questions asked). For each unexcused absence thereafter, your final grade will be dropped one portion of a grade point. Failure to attend class is not an excuse to come unprepared, so if you do miss a class, please contact a classmate or check Blackboard to find out about material covered or work due. Medical and/or family emergency leaves may require documentation.

5. **Oral Presentations.** Presenting your ideas in a concise, clear and convincing manner is a skill that you will need in any career field. To this end, you will be responsible for one oral presentation in which you will focus on the findings of your final research project (more information to follow).

6. **Writing Journals and Homework Assignments.** The purpose of the journal assignments is to provide you with the opportunity to use written language informally to explore, develop and communicate ideas. The journal assignments involve thoughtful reflection on ideas from the readings. Unless otherwise specified, all journal entries (as well as the rest of your homework assignments) are to be submitted to Blackboard. You will receive an end of the semester grade based on completion of the assignments and on demonstrating thoughtful engagement with the topic.

    The same applies to the rest of your homework assignments: effort will be central to the grade you receive. In other words, I know when a student has genuinely tried to do their best and has encountered difficulties, and when she/he is simply going through the motions -- the latter will not be encouraged. Late homework will receive reduced credit and will only be accepted one class late, unless other arrangements have been made.

7. You must attend our **individual conferences** (a total of two for the duration of the semester). Missing a conference counts as an absence for this class. Come on time and be prepared to work one-on-one to revise drafts, get help with your research, discuss your papers or work on future assignments.

Conference Feedback. While I do my best to help you with your drafts and give constructive feedback, please keep in mind the following. Firstly, it is extremely difficult to comment extensively on papers that I have had very limited time to read -- due to time constraints I read the papers during our meetings. I will give you as detailed feedback as I possibly can, but there is a limit to what is realistically possible in that regard. Secondly, it is still your paper and your responsibility to improve it; the extent to which you are able to revise the paper productively is not really anything I can control or influence. Finally, remember that I have to both help you improve your papers -- be encouraging and specific -- and evaluate your work objectively. As a result, my dual role as a coach, when I meet you in conference, and a "judge", when I grade your papers, can be perceived as contradictory. I am asking you to distinguish between the two so that you can benefit the most from this class.

Communication:
Please make sure you check your UML email as well as Blackboard regularly since I might need to make announcements. You can also use email to ask questions and get help on your essays. However, please understand that I will not be able to read through full drafts. You can send me a paragraph or a thesis statement, and I will help you with it. I respond to email within 24 hours. All email received after 5:00 p.m. on Friday will be answered by the end of the day on Monday.

Course Schedule:
The schedule will be published in four segments, at the end of each of the assignment sheets that will articulate the topics and requirements for the four essays that you will write this semester. This process helps me to best address your specific learning needs and focus on the skills that you need most as a group in order to succeed in this class.

The final paper will be due on the last day of class, May 07, 2012. The other tentative due dates are February 15 (Essay 1) , March 07 (essay 2) and April 04 (Essay 3). Please see the Assignment sheet for essay 1, attached to this syllabus, for the schedule of the first 3 weeks.

Use of Electronic Devices
It is only allowed for note-taking and web-enhanced learning purposes (i.e. consulting online dictionaries, browsing the databases for an in-class assignment, etc). While I will not continuously check on you, I reserve the right to publicly make fun of you if I suspect that you are having non-writing related fun online. On a more serious note, such behavior is really disruptive to me and your classmates and will not be tolerated.

Grading:
Essays…………...........…………………………….....................................75%

Essay 1:……………………………....…14%

Essay 2... 18%

Essay 3... 20%

Essay 4...23%

Attendance and Participation(includes peer editing, group work, etc)............ 10%

Homework assignments and journaling...15%

Extra credit* …………………………………………………………..up to 3%

*It is given for the completion of one or two short assignments related to attendance of an event in the Common Text Film Series. If you attend one event and submit the assignment on it, you will receive one point; if you attend two and submit two assignments, you will get 3 extra points.

Late Papers:

If you are sick, or an emergency arises, make sure that you e-mail me in <u>advance</u> of the due date and we will work something out. I will accommodate serious emergencies. That said, however, an absence is not an excuse for a late paper <u>or</u> a late rough draft. **An unexcused late paper will be penalized one third of a grade for each work day that it is late (ex. A to A-, etc).** No paper will be accepted if it is more than 10 business days late. (which is logical since an A paper that is late by more than 10 business days will receive an F). Failure to submit and assignment earns a grade of F with 0 points.

Punctuality and Preparedness
Besides being truly disruptive, continual lateness will undoubtedly affect your awareness of what is going on in the class, as I make announcements in the beginning of each class. It will also affect your grade. Every three tardies (instances of being late) will count as an absence. All work is due at the beginning of the class on the day for which it is assigned.

Plagiarism
We will work on proper citation format for a variety of secondary sources. Carefully review your Student Guide on the school policies concerning academic honesty and integrity. More information can be found here:

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm
That being said, any use of others' writing or thinking without giving them proper credit for their words and ideas is considered plagiarism. Similarly, the resubmission of your own previously produced work, for which you have already received credit in other courses or in high school, is considered a case of self-plagiarism which violates academic integrity. Both plagiarism and self plagiarism will result in failing this course and a report to the Chair of the English Department and the Office of the Provost.

Resources:
Accommodation of Disabilities
I will accommodate any needs you might have in relation to a disability. Please contact the Office of Disability Services and they will make the necessary arrangements wih me. They are located in Cumnock Hall, Room C6, North Campus, 978-934-4574.

Tutoring (The Write Place):
You can get help at each and every stage of the writing process. UMass Lowell's well-prepared, specially trained peer tutors can provide one-on-one assistance on your papers. They do not proofread or write sections for you, but they can guide you and help you improve your writing.

Here is a list of tutoring locations:
O'Leary Library, Third Floor (SC) , or Southwick 321(NC); Fox Hall 1st Floor; ICC 8th Fl.

To make an appointment call: 978-934-2941 (South); 978-934-2936 (North)

The Internet: Boon or Bane?

Purpose:
In this assignment, we will focus on developing stronger thesis statements that reflect complex and nuanced arguments. Moreover, you will revisit your argument building and paragraphing skills in preparation for the more elaborate research assignments in the second half of the semester. At the same time, you will lay the grounds for independent research projects by learning how to narrow down topics and hone your synthesis and quotation skills.

Readings:
1.Carr, Nicholas. "Is Google Making Us Stoopid?" pp. 558-566
2.Cowen, Tyler. "Three Tweets for the Web" pp. 578-584
3.Carr, Nicholas. Excerpts from Ch 10. ***The Shallows: What the Internet is Doing to Our Brains***
4.Helfand, Jessica. "My Facebook, My Self" pp. 571-574.
5.An article in the reader of your choice.

Topic:
Nicholas Car is one of many concerned voices who argues that the advent of the Internet has brought the demise of the "Guttenberg galaxy"[1] we have so far inhabited, which, he emphatically claims, is the only environment where meaningful reading and thinking can be sustained. On the other hand, Tyler Cowen celebrates the changes in both our psyches and our life styles and encourages us to welcome this brave new world with "open arms -- and browsers "(578). So, what do you think? Based on your knowledge gained from the above readings, and one other article (of your choice) from this section of the reader, answer the following question:

Evaluate the role of the internet in <u>one aspect</u>* of our lives. Would you say it is more of a benefit or a detriment? How and why so?

*You have to narow down the topic to one aspect of internet use form ore information see the Guidleines bleow). Your essay does not need to focus on the negative, the doom and gloom type of reasoning. You can also discuss the positive aspects of the cultural and intellectual change we are experiencing through or because of the Internet (depends on how you see it). However, you need to have one unified idea about the role of the itnerent as a social factor.

Guidelines and Requirements:
Please note the list below constitutes the rubric for the paper

•Narrow down your topic. Focus ***on one aspect*** of internet use: knowledge, processing of information, interpersonal relationships, multitasking, efficiency, etc. There are many other topics that I am missing here; feel free to explore them, but do choose one and make sure you essay has clear focus. In such a short assignment, you can not write about "the whole internet" and everything that happens there.

•This is an argumentative paper, not a reflection or personal essay; so, make sure you use proper argumentation technique, evidence and strong logical reasoning.

• If you have to use it, limit anecdotal evidence to one or two examples and avoid generalizations along the lines of "X happened to me, so X is true for everybody else.

•Related to the above, the paper should present an informed, well-researched (limited to the articles in the reader) position. It should not be a general discussion of all things Internet. Nor should it be a

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[1] I took the term from Marshall McLuhan, who, in his book ***The Guttenberg Galaxy,*** came up with the notorious dictum that "the medium is the message" (Nicholas Carr refers to him in his article)

personal account of one's internet usage patterns. While your opinions are valuable, they should only be the starting point: you will start with your beliefs and ideas and enrich them with the understanding of the arguemtns of others.

•Your paper should include a clearly stated answer to the prompt (a thesis), that captures the gist of your argument and acknowledges the complexity of the issue.

•The body of the paper should consist of carefully crafted arguments laid out in well-structured paragraphs.

•You should incorporate at least 3 outside sources; two of which can be some of the readings assigned; another one you have to identify on your own (in the same section of the reader). You can use more outside sources, if you wish, but make sure that it is still your original paper, and not a patchwork of quotations.

•You need a Works Cited page (see below)

Schedule of Work Due:
01/30 (M): Carr, Nicholas. "Is Google Making Us Stoopid?" pp. 558-566; Response journal to Blackboard

02/01 (W): 1 Read Cowen, Tyler. "Three Tweets for the Web" pp. 578-584. 2. Response journal on reading Cowen.

02/06 (M): 1.Read handout from Carr (TBA); 2. Read Helfand, Jessica. "My Facebook, My Self" pp. 571-574. 3. Preliminary description of your topic (2 paragraphs) : par. # 1: what aspect of internet use do you want to write on (see assignment sheet) and why; par # 2: How can the readings you read for today help you answer the question?

02/08 (W): 1. _**Guided**_ (i.e. on a psecific question) response journal to one of the articles in the reader (within the section on the Internet, Ch 16). Choose an essay that relates to the topic you have chosen (social netwroking, processing of information, efficiency,etc.) Question: how does the article relate to the question you are writing on? Submit to Blackboard 2. Thesis and a list of main points for your paper (Print out and bring to class for peer review).

02/13 (M) a rough draft due in class (minimum 3.5 pages). Bring a hard copy (double spaced) for peer review.

02/15 (W): _Final draft due, both soft and hard copy,_

Formatting and Submission: Your paper should be typed, double-spaced, font Times New Roman (10-12 pt), 1 inch margins, MLA formatted, with proper citations; _**stapled**_ with _**numbered pages**_ . Do not forget your Works Cited page. Please do not insert lines between paragraphs, tweak margins, or otherwise attempt to artificially increase the length of your paper.

Place the hard copy in a folder _together with all the prewriting materials, drafts, comments, etc._ and all the other material you produced that you have not sumbitted to Blackboard. This helps me diagnose writing issues and give feedback more productively. Submit a copy to Turnitin. I will not grade or accept papers that are not accompanied by Turnitin submissions.