

**College Writing II 42.102.214, 42.102.2xx
Fall Semester 2011**

Instructor:

Class Schedule: MWF 8:00 am – 8:50 am (Section 214)
MWF 9:00 am – 9:50 am (Section 215)

Classroom: TBA

Office: TBA **Office Hours:** Monday, Wednesday, and Friday 7:30 am – 7:50 am and by prearranged appointment for alternate meeting times.

E-Mail: _____ (please note: I do not check my mail after 6:00 pm)

Prerequisite: Students in this course must have successfully completed the prerequisite course College Writing I (42.101 or 42.111) or have previously approved equivalent transfer credits.

Course Description: College Writing II is a composition course that builds on what you have already learned from College Writing I, namely, the recursive process of writing to produce a product. You will be expected to read, think, discuss and write about ideas from essays, fiction and film. We will explore themes such as social networking, media and popular culture, family life and gender roles, and you will compose a research essay (with the topic of your choosing) based on a film. Throughout the course you will be fully engaging in the research process as you enhance your writing skills. This course is designed to encourage "reading between the lines," the habit of reading with discernment and awareness of larger contexts and deeper implications, to promote critical reading, observing, thinking, and clear communication via expository prose that incorporates primary and secondary sources.

You will practice expository analysis of various texts, argue for your perspective (eliminating "I" and "you" in your prose) using viable researched outside sources that are properly MLA documented. Independent thinking and interpretation based on the text(s) examined will be encouraged. This will assist you as you further hone and develop analytic and interpretive skills that can be applied to any discipline.

Learning Objectives: (as a result of taking this course the student will)

- Compose four well-organized 600-2000 word analytical expository essays with an introduction, well-developed body, satisfactory conclusion, effective transitions, and correct MLA documentation.
- Explore the research process including
 - Generating academically relevant topics, ideas, and questions
 - Finding, assessing, and analyzing primary and secondary sources of information
 - Managing various research tools (the library, Internet, databases, etc.)
 - Documenting properly both in the text and on the works cited page
 - Applying academic honesty and avoiding plagiarism
- Produce essays in standard academic English that have a clear thesis statement, use detail accurately, include information necessary for support, and exhibit control of mechanics such as punctuation, grammar, syntax and spelling.
- Explore alternatives and develop solutions to challenges in writing.
- Gain experience in relating the ideas of authors one to another, comparing and contrasting their stances and beliefs through interaction in group discussion and debates.
- Practice metacognition by assessing her/his strengths and weaknesses throughout the writing process.

Required Texts and Materials.

- * Lunsford, Andrea. *The Everyday Writer*. 4th ed. Boston: Bedford/St. Martin's, 2009. Print.
- * Spratt, Brenda. *Writing from Sources*. 8th ed. Boston: Bedford/St. Martin's, 2011. Print.
- * One pocket folder and a 70-80 page college ruled notebook **or** college ruled loose-leaf paper for notes and in class assignments.

Course Requirements/Expectations

Attendance As this is not a learn-at-your own pace nor is it a distant learning course, all students are expected to attend all classes. If you are not present, obviously you cannot participate. Packets of readings for each thematic unit (social networking, media and popular culture, research based on a film, and family life and gender roles) will be distributed in class only—they are not available via blackboard—if you are not

present you will not be able to do the homework necessary to construct each essay (if you miss a class I do not provide the work distributed that day). Please be on time. If you know in advance that you must miss a class when an assignment is due, let me know as soon as you learn this and we can arrange for an earlier date for you to submit the assignment. Please be advised that missing seven or more classes may impede your passing this course.

Preparation and Participation I will make every effort to come to class each scheduled day and to be well prepared. This means I will have read through the assigned reading(s), I will have thought about what I have read, I will have underlined and made marginal annotations on the text, and I will have organized what I hope to be an interesting set of activities for the class period. I expect that you will do the same and that you will be prepared to join the discussion.

Class Discussion One of the most important factors in composition/research is feedback. Students should consider their reactions as essential and they should willingly participate in evaluation and assessment of each essay assigned. Group feedback to peers' written texts will also be expected. Students should consider their reactions as essential to their peers as they participate in evaluation and assessment of each other's work.

Essays/Assignments Submitted for a Grade All essays/assignments submitted for a grade must be keyboarded and comply with MLA style and structure unless specifically noted by your professor. All assignments are due at the **beginning** of the class period, thus a **late arrival constitutes a late paper** and cannot be graded.

A **final essay** is accepted with the required pre-work (i.e., first drafts with peer and instructor comments, the peer response completed by your classmate, and a typed plan of revision for the essay) submitted in a pocket folder on the date it is due. All final drafts of essays will be submitted **both** in hard copy form and electronically through <http://turnitin.com>. Directions for submission through this service will follow in class. **Only under documented circumstances of ill health or emergency (a doctor's statement, court summons, etc.) can late papers be accepted without penalty.**

All essays are due as listed in the schedule of classes and assignments.

Classroom Etiquette Students are expected to exhibit professional and respectful behavior that is conducive to a mutually beneficial learning environment in the classroom.

Examples of inappropriate behavior include: late arrivals, text-messaging, listening to music, cell phone use (other than the campus alert system), early departures, use of laptops for other than class purposes, disrespectful comments or behavior, intentional disruptions, failure to follow faculty directives. Please turn you cell phone to silent and put it in a bag or pocket for the duration of class.

Students in violation of these standards may be asked to leave class and/or be referred to the Dean of Students for disciplinary action.

The Write Place is located on campus in the Centers for Learning, Southwick 321 978-934-2292 and the 3rd floor of the O'Leary Library 978-934-2941. The tutors can assist you for free at any and every stage of the writing process from conception, to drafting, to proofing both in this class and any other class that requires essay writing. They do not, however, simply edit or proofread your text. Since content, grammar, and sentence structure awareness, and correct MLA documentation play such a large role in this course, I may require visits to the Write Place prior to accepting specified drafts.

Plagiarism You are expected to give and receive help in this class, but all written work must be your own. You can find the university policy regarding academic dishonesty at http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

That policy states, "Academic dishonesty is prohibited in all programs of the University. Sanctions may be imposed on any student who has committed an act of academic dishonesty. . . . Academic dishonesty includes but is not limited to cheating, fabrication, plagiarism, and facilitating dishonesty." Plagiarism includes directly copying a source without acknowledging that source, summarizing or paraphrasing someone's ideas without acknowledging the source, or submitting an essay written by someone else. Read the section on plagiarism in *The Everyday Writer* pp. 191-192. If you plagiarize, whole or in part, from library field sources, other students' essays, an Internet text, or if you fail to document properly, the minimum penalty is 0/100 for the essay and documentation to the Dean. For any subsequent instances, you will be given a course grade of FX (non-deletable failure). If you have any questions about plagiarism ask before you act.

Course Grading Your grade for the course will be based upon the following:

Essay 1 -- Single Source Essay: Social Networking: Friend or Foe?	100 points
Outline for Single Source Essay	10 points
Peer Response (completed by classmate)	5 points
Revision Plan	5 points
Essay 2 -- Multiple Source Essay: Media and Popular Culture	100 points
Outline for Multiple Source Essay	10 points
Peer Response (completed by classmate)	5 points
Revision Plan	5 points
Essay 3 -- Research Essay: Based on the ideas from <i>Slumdog Millionaire</i>	100 points
Topic proposal	5 points
Outline for Research Essay	10 points
Annotated Bibliography	20 points
Peer Response (completed by classmate)	5 points
Revision Plan	5 points
Essay 4 -- Multiple Source or Research Essay (Your Choice): Family Life and Gender Roles	100 points
Outline for Essay	10 points
Peer Response (completed by classmate)	5 points
Revision Plan	5 points
Final Exam Format TBD	50 points
Various homework assignments (summary/paraphrase), in-class written activities and possible quizzes	to be determined

Your final class grade will be determined by the number of points earned divided by the number of points possible.

94%-100% -	4.0 = A	Superior Work: Highest Quality
90%- 93% -	3.7 = A-	High Honors Quality
87%-89% -	3.3 = B+	High Quality
84%-86% -	3.0 = B	Basic Honors Quality
80%-83% -	2.7 = B-	Below Honors Quality
77%-79% -	2.3 = C+	Above Satisfactory Quality
74%-76% -	2.0 = C	Satisfactory
70%-73% -	1.7 = C-	Below Satisfactory Quality
67%-69% -	1.3 = D+	Above Minimum Passing
60%-66% -	1.0 = D	Minimum Passing
0%-59% -	0.0 = F	Failed

Personal Help and Encouragement If there is something you do not understand, or if you just need further assistance with any step of the writing process, feel free to meet with me and I will further explain it. I am more than willing to spend time with students who participate actively and work diligently. You may also e-mail me with queries at [@uml.edu](mailto:uml.edu).

Special Needs In compliance with the *Americans with Disabilities Act (ADA)*, all qualified students enrolled in this course are entitled to “reasonable accommodations.” It is the student’s responsibility to inform the instructor of any special needs before the end of the second week of classes. Disability Services is in Cumnock Hall, C6, and the phone number is (978) 934-4574. They can also be emailed at disability@uml.edu

Schedule of Classes and Assignments

Key: EW = Everyday Writer
 WFS = Writing From Sources
 P1 = Packet of Readings distributed with theme 1 (provided by instructor)
 P2 = Packet of Readings distributed with theme 2 (provided by instructor)
 P3 = Packet of Readings distributed with theme 4 (provided by instructor)

Week 1

F 9/2- Introduction to course, syllabus, writing diagnostic.

Assignment: Read EW “The Top Twenty: A Quick Guide to Troubleshooting Your Writing” and “Expectations for College Writing” pp. 3-14. Read WFS “Underlining and Annotating” pp. 3-7, “Asking Questions” 12-13, “Questioning the Author” 25-31.

Week 2

M 9/5 - **LABOR DAY (UNIVERSITY CLOSED)**

W 9/7- Theme #1: Social Networking: Friend or Foe? introduced

Prompt #1 The Single Source Essay distributed

P1 distributed

Annotation of “Oh What a Tangled Web We Weave” McCarthy (P1 pp. 155-157) in-class

Assignment: Read EW “Critical Reading” and “Analyzing Arguments” pp. 105-123. Read WFS “The Single-Source Essay” pp. 183-191. Read and annotate “Do I Really Have to Join Twitter?” Manjoo (P1 148-150) and “In Defense of Twitter” McCarthy (P1 150-151).

F 9/9 - Discussion of “Do I Really Have to Join Twitter?” Manjoo and “In Defense of Twitter” McCarthy
Analyzing arguments

Assignment: Read EW p. 528 “Summary.” Read WFS “Summarizing Sources” p.75 and pp. 88-93. Read and annotate (the quality of your notes/annotations will be extremely important for Monday’s class) “. . . Is Google Making Us Stupid?” Carr (WFS 93-101) and “Memory Slips Caught in Net” Johnson (P1).

Week 3

M 9/12- Discussion of “. . . Is Google Making Us Stupid?” Carr and “Memory Slips Caught in Net” Johnson.
Summarizing a Complex Essay Workshop

Assignment: Read WFS “Paraphrasing Sources” pp. 146-155 and “Citing Your Paraphrased Sources” p. 168. Read and annotate “Mirror, Mirror on the Web” Chaudhry (P1 157-163)

W- 9/14- Discussion of “Mirror, Mirror on the Web” Chaudhry

Workshops: Identifying a Good Paraphrase and Paraphrasing without Plagiarism

Assignment: Read EW “Writing Situations” pp. 43-50 and “Planning and Drafting” pp. 57-65. Read WFS “Structuring Your Essay” 190-191. Read “Social Sites Are Becoming Too Much of a Good Thing” Lee (P1 152-155).

F- 9/16- Discussion of “Social Sites Are Becoming Too Much of a Good Thing” Lee

Thesis and Outline Discussion

Proper MLA documentation of one work from an anthology on a works cited page and proper in-text documentation

Turnitin.com information distributed

Assignment: Construct a formal outline for your own single-source essay. The thesis (one complete declarative sentence) should be at the top of the page. (Please bring two hard copies to class.) Read WFS “Quoting Sources” pp. 106-117, 119-128, 139-142. Read EW plagiarism pp. 191-192 and 182-183.

Week 4

M- 9/19 – **Thesis and Outline Due**

Workshop: Integrating Quotations into a Paragraph and Identifying and avoiding plagiarism

Rubric for CW 2 essays examined with student essay

Assignment: Construct your Single-Source Essay. Refer back to the prompt to ensure you are following the directions for this essay. Please note regardless of what WFS claims this is not a “rough draft”. It should be as close to the final product as possible. (Bring two hard copies to class, and remember to submit a copy to turnitin.com prior to Wednesday!)

W- 9/21 – **Draft 1 of Single-Source Essay: Social Networking Essay Due**

Peer Response

F – 9/23 – Revision Workshop

Assignment: Construct the final draft of single-source essay. (Submit the final draft in a pocket folder with your typed revision plan, the peer response your classmate completed, and the first draft(s) with comments from your peer and instructor. If a copy is not on file with turnitin.com by the deadline, and/or you are late to class, the essay will be considered late and receive 0/100 points.)

Week 5**M- 9/26 – Final Draft of Single Source Essay: Social Networking Due**

Theme #2 – Media and Popular Culture

Prompt #2 Multiple Source Essay Distributed

P2 distributed

In-class workshop with “Red, White, and Beer” Barry (P2 pp. 534-535)

Assignment: Read WFS “Analyzing Multiple Sources” 218-224 and “Evaluating Sources” 243. Read EW “Writing to the World” pp. 201-205. Read and annotate “The Gangster as Tragic Hero” Warshaw (P2 pp. 512-516) and “Why We Love ‘Mad Men’” Goodlad (P2 pp. 517-521) .

W- 9/28 – Discussion of “The Gangster as Tragic Hero” Warshaw and “Why We Love ‘Mad Men’” Goodlad

Assignment: Read WFS “Writing a Synthesis Essay” and “Citing Sources in a Synthesis Essay pp.243 – 245. Read EW “Language that Builds Common Ground” pp. 206-211. Read and annotate “Wonder Woman” Steinem (P2 pp. 537-544) and “Superman and Me” Alexie (P2 pp.580-583).

F- 9/30 – Discussion of “Wonder Woman” Steinem and “Superman and Me” Alexie

Workshop: Analyzing a Paragraph Based on a Synthesis of Sources

Assignment: Read and annotate “Escape from Wonderland: Disney and the Female Imagination” Ross (P2 pp. 553-566). You’ll need EW for the in-class workshop next class.

Week 6

M- 10/3 – Discussion of “Escape from Wonderland: Disney and the Female Imagination” Ross

Workshop: Examination of in-text citations with multiple sources (EW 187-188)

Workshop: Updating MLA documentation on a Works Cited Page (EW 371-373)

Assignment: Begin to plan which prompt you’ll base your essay on, what materials you might use, and your potential thesis statement.

W- 10/5 – *Thank You for Smoking*

Assignment: Construct a formal outline for your own single-source essay. The thesis (one complete declarative sentence) should be at the top of the page. (Please keep a copy for yourself).

F- 10/7 – *Thank You for Smoking* (Meet in Media Center)

Thesis and Outline Due

Assignment: Construct your Multiple-Source Essay. Refer back to the prompt to ensure you are following the directions for this essay. Please note regardless of what WFS claims this is not a “rough draft”. It should be as close to the final product as possible. (Bring two hard copies to class, and remember to submit a copy to turnitin.com prior to Wednesday!)

Week 7

M- 10/10 - COLUMBUS DAY (UNIVERSITY CLOSED)

W- 10/12 – **Draft 1 of Multiple-Source Essay: Media and Popular Culture Due**

Peer Response

F- 10/14 - Revision Workshop

Assignment: Construct the final draft of multiple source essay. (Submit the final draft in a pocket folder with your typed revision plan, the peer response your classmate completed, and the first draft(s) with comments from your peer and instructor. If a copy is not on file with turnitin.com by the deadline, and/or you are late to class, the essay will be considered late and receive 0/100 points.)

Week 8

M- 10/17 - **Final Draft of Multiple Source Essay: Media and Popular Culture Due**

Prompt 3: The Research Essay based on a topic gleaned from *Slumdog Millionaire* distributed *Slumdog Millionaire*

W- 10/19 – *Slumdog Millionaire*

F - 10/21 – *Slumdog Millionaire*

Assignment: Read EW “Preparing for a Research Project” pp. 149-154 and WFS “Finding Sources” pp. 289-300 and “Saving and Recording Information for Your Bibliography” pp. 326 – 330. Have a list of four to five possible topics to research that you acquired from *Slumdog Millionaire* with you when you come to class post Spring Recess.

Week 9**M- 10/24 – Broad ideas for research due**

Workshop: Narrowing a Topic and Proposing a Topic (WFS Exercise 24 and 25 pp. 296-297)

In-Class activity: Setting up a research log and review of Saving and Recording Information (EW 180-181)

Assignment: Review Assignment 9 in WFS (pp. 337 – 338) re: Topic Proposals –your essay, however, will be 5-7 pages long not 10—and EW p. 152. In 3-5 complete sentences create your own topic proposal (please keep a copy for yourself). Read WFS “Locating Sources” pp. 298-319 in preparation for Wednesday’s class.

W- 10/26 – Topic Proposal for Research Essay Due

Library Tour (Meet in O’Leary Library)

Assignment: Begin gathering relevant secondary materials for your research essay.

F- 10/28 – Research Time (Meet in O’Leary Library)

Assignment: Finish collecting sources and bring everything with you to class on Monday. Read EW pp. 170-176 re: evaluating sources and WFS “Evaluating Sources” pp. 339-361.

Week 10

M 10/31 – Sources due in class

Workshop: Evaluating Sources

Workshop: MLA documentation for an annotated bibliography (WFS Exercise 28 or 29)

Assignment: Compose your annotated bibliography (an example is provided in WFS pp. 459-464 and 330-331).

W- 11/2 – Annotated bibliography due

Workshop: Preparing the draft

Begin individual conferences

Assignment: Read WFS “Organizing Your Ideas” 405. Construct a formal outline for your own research essay. The thesis (one complete declarative sentence) should be at the top of the page. (Please keep a copy for yourself).

F- 11/4 – Thesis and Outline Due

Questions about research essay answered.

Continue individual conferences

Assignment: Construct your Research Essay. Refer back to the prompt to ensure you are following the directions for this essay. Please note regardless of what WFS claims this is not a “rough draft”. It should be as close to the final product as possible. (Bring two hard copies to class, and remember to submit a copy to turnitin.com prior to Monday!)

Week 11**M- 11/7 – Draft 1 of Research Essay based on a topic gleaned from *Slumdog Millionaire* Due**

Peer Response

W- 11/9 – Revision Workshop

Assignment: Construct the final draft of the research essay. (Submit the final draft in a pocket folder with your typed revision plan, the peer response your classmate completed, and the first draft(s) with comments from your peer and instructor. If a copy is not on file with turnitin.com by the deadline, and/or you are late to class, the essay will be considered late and receive 0/100 points.)

F- 11/11- **VETERAN’S DAY (UNIVERSITY CLOSED)**

Week 12**M- 11/14 –Final Draft of Research Essay based on a topic gleaned from *Slumdog Millionaire* Due**

Theme #4 – Family Life and Gender Roles

Prompt #4 Multiple Source or Research Essay (Your Choice) Distributed

P3 Distributed

Assignment: Read and annotate “Father and I” Lagerkvist (P3 pp. 49-52) and “Powder” Wolff (P3 56-58). Please not the last day to withdraw from the course with a “W” is Tuesday 11/15. If our class grade is in the

“F” range I’ll send you an e-mail tomorrow and you can decide whether or not to continue or to withdraw from class.

W- 11/16 - Discussion of “Father and I” Lagerkvist and “Powder” Wolff

Assignment: Read and annotate “The Unforgetting” Chang (P3 29-39) and “The Sniper” O’Flaherty (P3 474-476)

F- 11/18 – Discussion of “The Unforgetting” Chang and “The Sniper” O’Flaherty

Assignment: Read and annotate *The Metamorphosis* Kafka [P3 780-796 through “. . . she was making and had perhaps taken on so difficult a task merely out of childish thoughtlessness” (Kafka 796).]

Week 13

M- 11/21 - Discussion of *The Metamorphosis* Kafka

Assignment: Read and annotate *The Metamorphosis* Kafka (P3 796-811).

W- 11/23 - Discussion of *The Metamorphosis* Kafka

Assignment: Read and annotate “The Yellow Wallpaper” Gillman (P3 296-308)

F- 11/25 – THANKSGIVING BREAK-NO CLASS

Week 14

M- 11/28 – Discussion of “The Yellow Wallpaper” Gillman (P3 296-308)

Assignment: Read and annotate “Roselily” Walker (p3 293-296) and “Another Evening at the Club” Rifaat (p3 309-313).

W- 11/30- Discussion of “Roselily” Walker and “Another Evening at the Club” Rifaat.

Assignment: Decide if you’ll be composing a multiple source essay or a research essay and what your topic will be.

F- 12/2- *Adam’s Rib*

Assignment: Construct a formal outline for your own multiple source or research essay. The thesis (one complete declarative sentence) should be at the top of the page. (Please keep a copy for yourself).

Week 15

M- 12/5 – *Adam’s Rib*

Thesis and Outline Due

Assignment: Construct your Multiple Source or Research Essay. Refer back to the prompt to ensure you are following the directions for this essay. Please note regardless of what WFS claims this is not a “rough draft”. It should be as close to the final product as possible. (Bring two hard copies to class, and remember to submit a copy to turnitin.com prior to Wednesday!)

W- 12/7 – **Draft 1 of Multiple Source or Research Essay: Family Life and Gender Roles Due**

(Bring two hard copies to class, and remember to submit a copy to turnitin.com prior to today!)

Peer Response

F- 12/9 - Revision Workshop

Assignment: Construct the final draft of the research essay. (Submit the final draft in a pocket folder with your typed revision plan, the peer response your classmate completed, and the first draft(s) with comments from your peer and instructor. If a copy is not on file with turnitin.com by the deadline, and/or you are late to class, the essay will be considered late and receive 0/100 points.)

Week 16

M- 12/12 – **Final Draft of Multiple Source or Research Essay: Family Life and Gender Roles Due**

Preparation for Final Exam

Final Exams Wednesday, Dec. 14, 2011-Thursday, Dec. 22, 2011

Final exam date, day, time and room to be announced.

* Proper MLA citations for the DVDs viewed in class are as follows (based on directions in *The Everyday Writer* p. 402):

Adam’s Rib. Dir. George Cukor. Perf. Spencer Tracy and Katharine Hepburn. 1949. Warner Home Video,

2000. DVD.

Thank You for Smoking. Dir. Jason Reitman. Perf. Aaron Eckhart. 2006. Twentieth Century Fox Home Entertainment LLC, 2006. DVD.

Slumdog Millionaire. Dir. Danny Boyle. Perf. Dev Patel. 2008. Twentieth Century Fox Home Entertainment LLC, 2009. DVD.

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