

College Writing II (42.102) Wednesday and Friday 11 – 12:15 [sect. 204] or 12:30 to 1:45 [sect. 206]

Instructor: Sara Codair

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Office Hours: Wednesday 9:30-11 and Fridays 2- 2:30 or by appointment in Falmouth 301 C

The course: College Writing II will build on the skills developed in College Writing I, with students now fully engaging in the research process, enhancing writing skills that will encourage success throughout their college careers and beyond.

Catalog description: A workshop course that thoroughly explores the academic research writing process with an emphasis on entering into academic conversation. Building on the skills acquired in College Writing I, students will learn to write extensively with source material. Key skills addressed include finding, assessing, and integrating primary and secondary sources, and using proper documentation to ensure academic integrity. Students will produce analytical writing throughout the semester, including a minimum of four formal, researched essays. *Pre-Req: 42.101 or 42.111; Anti Req for 42.102 - students cannot receive credit for both 42.102 and 42.112 (104).*

The learning objectives for College Writing II include the following:

- Students will engage in the writing process, including drafting, revising, editing, and proofreading, considering clarity, purpose, audience, and style.
- Students will explore the research process, including: generating topics, ideas, questions, and problems developing and supporting a thesis statement, finding, assessing, and analyzing primary and secondary sources of information, managing various research tools (the library, the Internet, databases), proper documentation methods and academic honesty and avoiding plagiarism.
- Students will continue to write texts that integrate their own thoughts with the words and ideas of others, practicing documentation skills and entering into the academic conversation.
- Students will continue to sharpen their analytic skills by writing analyses.
- Students will review and employ relevant grammar, mechanics, and style.
- Students will be expected to practice academic honesty and avoid plagiarism.
- Students will exit with an awareness of their strengths and weaknesses as writers, and the self-assessment tools necessary to continue on successfully in their writing careers.
- Students will write consistently in various forms, including short responses, summaries, drafts, peer responses, and revisions, culminating in a portfolio of at least four formal essays.

Classroom Expectations:

- A. You are expected come to class having done the assigned reading and completed all homework assignments. The success of the in-class work is dependent upon you having completed the tasks you were assigned to do at home.
- B. A large portion of our class time will be spent having class wide or small group discussions. Be respectful of other peoples' thoughts and words. Allow your classmates or instructor to finish what they are saying before jumping in. If you disagree with someone, do so respectfully. Give reasons for why you do not agree, and never use derogatory language. For example, calling someone an "idiot" or saying "That is the dumbest idea I've ever heard" can result in loss of participation points. If it happens repeatedly, it can result in you being asked to leave the classroom.

Technology Policies:

Cell phones must be off or silenced and out of sight for the duration of the class. Texting and taking phone calls is forbidden during class time. The instructor reserves the right to mark students absent who are caught using their cell phones in class.

Lap tops and Ipads are not allowed in class unless the student has permission from the instructor to use the device.

E-Readers may be allowed when the class is working on a reading that is not in the textbook but they must be disconnected from the internet, and the student must ask the instructor prior to bringing the device to class.

If a student is caught using an electronic in class for something other than what he or she is supposed to be using it for the instructor may prohibit that student from bringing electronic devices to class and deduct points from their participation grade for that day. Excess misuse of electronics during class may result in the student being marked absent for the day.

Attendance: It is very important to come to every class meeting. If for some reason you do have to miss class please let me know as soon as possible so you can plan for the absence.

Missing more than two classes will have a negative effect on your grade.

Missing more than four classes will result in you failing the course.

There are no excused absences, so do not skip for fun. The absences you are allowed are for illnesses, emergencies and any other inconvenient but unavoidable things that life throws at you. If you skip because you just don't feel like coming to class, you may have already missed too many classes when something occurs that forces you to miss class.

Grading Breakdown:

Full Length Papers: 60%
Research/Reading Logs: 10%
Homework/Quizzes: 10%
Participation/Attendance: 10%
Portfolio: 10%

Four Major Papers and their Due Dates:

Paper 1 – 10%: Students will be asked to write a 3 to 5 page essay exploring an assigned question using texts from *The World of Image*, their own experiences and one additional source. The goal of this paper is for students to get comfortable writing with their own ideas in conversation with those of other writers, to practice integrating and citing sources in their writing and to identify the areas of their writing that are strong and the areas that need improvement. **Due Sept. 26**

Paper 2 - 15%: Students will be asked to write a 4 to 6 page essay exploring a researched question that they developed while doing the assigned reading and writing exercises. They will be asked to come up with an answer to their question and defend it using sources from *The World of Images* and two or three additional sources. The goal of this paper is for students to continue to improve their ability to integrate and cite sources in their writing, and to write with their ideas in conversation with those of other writers. Additionally, with this paper, students will develop their inquiry and research skills. This paper will also have a stronger focus on revision. **Due Oct. 19**

Paper 3 – 15%: Students will be asked to write a 4 to 6 page essay in which they explore a topic or question related to social media or new technologies. The instructor will find and assign some readings to spark ideas for the students, but ultimately, it will be up to the student to develop a focused research question and thesis and find source material to work with in the paper. The goal is for students to develop their inquiry and research skills while still working on their ability to write in conversation with the ideas from other writers that are integrated in their papers. Students will also focus on their ability to revise with this paper. **Due Nov. 14**

Paper 4-20%: This paper counts as the students' final exam for the course. They will be asked to write a paper 6-10* pages in length on a topic of their choice. The student must cite at least 5* sources in this paper and properly integrate and cite them. This will give students a chance to showcase the reading, researching and writing skills they have been honing all semester long. **Due Dec. 12**

Note: All papers must be turned in by the beginning of class on their due date. Late papers will be marked down ½ a letter grade for each weekday (not class day) that they are late. If a paper is due Friday and you hand it in the following Wednesday, that is four days late, not one.

**Page lengths and due dates may change over the semester. More details about each assignment will be given out a few weeks before they are due.*

Logs: When studying writing and reading, it is very helpful, perhaps essential, to think about the way you think, observe what you have observed and react to the outcome of trying new methods of note taking or prewriting. It is also essential when writing for research to take notes on and write reactions to everything you read. You will be asked to keep a log of articles you have read, new methods for note taking and research you have tried and your experiences with the writing process. Logs will be checked randomly throughout the semester, so do not skip any. More details about logs can be found on the Research/Reading Log Handout. These can typed or handwritten. They are worth 10% of your grade.

Homework/Quizzes: Homework assignments that are separate from readings and logs will be given out during the semester. These may include but are not limited to writing a response to a specific question or reading, locating and reading a potential paper source, and evaluating your own or a peers writing. **Late homework assignments will not be accepted.**

There are no quizzes scheduled for any specific time during the semester, but I will give them out randomly if it seems that students are not doing the reading.

Participation/Attendance: 10% of your grade comes from showing up to class and participating. In order to get full credit for this portion of your grade, you not only have to come to class every week but you need to come prepared and ready to participate. This means having done all the assigned reading and writing, and making at least one thoughtful comment during the class discussion.

Portfolios: At the end of the semester, you will be asked to make one final revision on each of the papers you have completed this semester and to write a 1 page evaluation of your work in each paper. More details and instructions will be coming later.

Required Texts:

Ballenger, Bruce. *The Curious Researcher*. Boston: Pearson, 2012. Print
ISBN:0-205-17287-3

Smoke, Trudy and Alan Robbins. *The World of Images*. New York: Pearson, 2007. Print.
ISBN 0-321-38882-8

Academic Honesty: UML's policies, defines academic dishonesty as:
Academic dishonesty, including but not limited to:

1. Cheating - is the unauthorized use of information or study guides in any academic exercise. The methods of cheating are varied and well-known.

2. Plagiarism - is academic theft. It refers to the use of another's ideas or words without proper attribution or credit. An author's work is his/her property and should be respected by documentation.

Academic Dishonesty: Students should familiarize themselves extensively with the policies and expectations of the school at

http://www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm

For additional help, students are encouraged to make use of the Online Writing Lab:

<http://owl.english.purdue.edu/> or purchase a handbook such as **Dianna Hackers Writers Reference or Rules for Writers**.

In this class, students must cite all material including the course texts in their formal assignments and wherever else guidelines indicate to do so. Any submitted work whether it is to be graded or draft, should include cited work. ***Failure to do so is plagiarism. Anyone caught plagiarizing will automatically fail the assignment, and be reported. The instructor reserves the right to fail the student for plagiarizing for the first offense.***

Instructional Resources and Disability Accommodations:

The Centers for Learning and Academic Support Services provide many resources, including tutoring in writing: <http://class.uml.edu/>. In accordance with University policy and the ADA, I will provide accommodation for students with documented disabilities. If you have a disability, please contact the Office of Disability Services as soon as possible. Please note that their office has moved to NORTH campus, Cumnock Hall C6, phone: 978-934-4574, e-mail: Disability@uml.edu. This documentation is confidential.

Letter Grade/ Numerical Grade:

A: 100-94; A-: 93-90; B+: 89-87; B: 86-84; B-: 83-80; C+: 79-77; C: 76-74; C-:73-70; D+: 69-67; D: 66-64; F: 63-0)

Course Schedule: A tentative weekly schedule for the first half of the course will be emailed to the students on Monday Sept. 10. Hard copies will be available in-class on Wednesday Sept. 12

Reading Due Sept. 7

- *Curious Researcher* on Plagiarism p. 104-108 and the introduction p.1-22 and “Dire Image: The Art of Persuasion” and “Patriotic Images” p. 158-170 in *The World of Images*

Reading Due Sept. 12

- Read 108-141 in *Curious Researcher* and use a different note taking technique on each article you read in *The World of Images*: “Speaking Brand” (p.107-114) and “The Perfect Icon for an Imperfect Proliterate World”(p.75-79) in *The World of Images*