

ENG 103: Advanced College Writing and Reading

Instructor name

Semester and year

Course and section number

Classroom and meeting time

Office location and hours

Email address

ENG 103. College Writing and Reading (Advanced) (3) Prerequisite: Special competence demonstrated in an English placement test, Advanced Placement test, or CLEP test. College-level writing and reading for advanced students. Extensive practice in composing processes and in gathering, analyzing, synthesizing, and documenting information from sources.

Required Texts:

Bartholomae, David. Ways of Reading: An Anthology for Writers. 8th ed.

Glass, Ira. The New Kings of Nonfiction. Riverhead Books 2007 ed. *

...and an MLA writer's guide, such as Diana Hacker's Rules for Writers or the MLA Handbook for Writers of Research Papers. * A dictionary will also come in handy.

* Book may be bought cheaply online; please order above edition and rush the shipping.

Course Learning Outcomes:

Students will identify the structural components, including thesis, supporting evidence, and various rhetorical strategies, for all essays read and written. Students will articulate in a variety of venues how audience expectation shapes purpose in their own writing and in the essays they read. [CMP1]

Through a variety of writing and speaking opportunities, students will demonstrate how multiple assigned readings are "in conversation" with one another. Students will conduct research based upon the questions that develop through their own analyses of assigned texts, thereby furthering their own learning processes and developing their own information literacies. [CMP2]

Students will conduct research, thereby familiarizing themselves with online databases, web-based materials, and print-based sources. Students will summarize an array of viewpoints they have read on a given topic. Students will synthesize these viewpoints as a means of "mapping" a field of perspectives. Students will analyze these viewpoints in order to assess how and where their own views and experiences relate to those they've encountered in their reading. [CMP3]

Students will demonstrate a familiarity with the stages of the composing process. Students will engage in rubric-guided peer review. Students will demonstrate through proofreading and editing an awareness of the difference between a working draft and a

polished version of an essay. Students will enact a revision of their writing, thereby demonstrating an awareness of the ongoing nature of the writing process. [CMP4]

Students will develop the ability to identify key issues/questions that require additional information. For each topic discussed, students will be able to answer the question “what’s at stake here?” [IL1]

Students will become proficient at identifying appropriate sources for various research questions. [IL2]

Students will be able to discern reliable sources from unreliable ones. [IL3]

Students will identify specific research topics and will develop a sound knowledge base through their own research to analyze and/or argue a chosen issue or position. [IL4]

Students will learn and practice MLA documentation. Students will know what plagiarism is. [IL5]

Attendance Policy:

You have three absences to work with over the course of the semester. Your fourth absence knocks your semester grade down 10%; your fifth one knocks it down 20%; and your sixth means you fail. If you are late to class twice, that counts as an absence. To be clear, no excuse stories or doctor’s notes are necessary, no matter how compelling. If you must miss four or more classes, you are welcome to offer your reasons to the Dean of Student’s Office, or to **withdraw from the course without grade penalty by Oct. 7.**

Ethics:

Plagiarism is the appropriation (by any means) of another’s work and the unacknowledged submission or incorporation of it in one’s own work. You are grown-ups in an academic setting, so intellectual dishonesty of any kind will not be tolerated. Likewise, do not recycle your own papers from other classes. **Anyone who commits plagiarism will, at a minimum, be given a zero on the assignment, and will likely face additional consequences up to and including permanent dismissal from class and an F for the semester.** Furthermore, we will listen to and address one another respectfully in class, regardless of the subject discussed or opinions expressed. Working on other homework in this class shows disrespect for the professor and course. Dishonest, disruptive, harassing or inappropriate behavior will not be tolerated.

Expectations:

Three essays, including an analytical essay, a persuasive essay, and an extended research project; three written exercises; one presentation; and many shorter exercises in-class. All will be graded. Every essay and exercise should be typed, page-numbered, MLA-formatted (double-spaced in Times Roman 12; 1” margins, with your name, etc. in the top left), and **submit as a Word document, or paste into text box, on the Assignments tab on our Blackboard page.** If any of these details are not followed, your grade will suffer for your inattention.

I accept late papers by the following class, with a 10% grade penalty, but after that you get a zero on the assignment. I do not provide draft-editing services, so please don't email me your work beforehand. **Software / email problems and other technology issues are not acceptable excuses for turning in work late.** Plan ahead and save often.

- You'll have up to 30 pages of reading per class, and it should be read and annotated well enough that you can discuss it, write about it, and/or take a quiz on it during class. Class participation is a significant part of your grade. And prepare yourself: the reading for this class is more advanced than in other composition classes.
- For your current events presentation, bring in two credible news stories on a controversial and relevant topic; present a balanced summary of the issue and recent developments; offer your own nuanced opinion; and facilitate discussion.
- Check your UNCW email regularly, as it will be our primary mode of out-of-class communication. Turn off all cell phones during class. Laptops may be open only during writing assignments or research; otherwise they should stay closed in class.

Grading:

Exercises—10%

Analytical Essay—20%

Persuasive essay w/ research—20%

Final research paper—40%

Class Participation—10%

What do I look for, when grading? **Clear, active sentences free of unnecessary words and grammatical errors.** I look for breadth and depth of **research and understanding**; original and thorough **close-reading / textual analysis**; adherence to **MLA style norms and essay guidelines** described in class; and most importantly, **an intellectual journey** of understanding and/or persuasion, presented with substance, specificity and style.

I will grade your essays on a letter scale in which A=95, A-=92, B+= 88, and so on, and I will apply the percentage-weights at the end of the semester by multiplying the score by its weight. For example, an A- on the first analytical essay works out as $92 \times .20 = 18.4$. The sum of the totals becomes your course grade. Class participation grade comprises compoment, discussions, quizzes, and your in-class current events presentation.

If you receive a C+ or below on any assignment, you will be required to visit the Writing Center in Westside Hall. Any student can go to the Writing Center even when it isn't required; once per semester I'll count a visit as extra-credit, applied toward your class participation grade. Bring drafts of your previous and current essays to any session at the Writing Center.

Disabilities Policy

The university will make every effort to accommodate students with disabilities. Students requiring accommodations should contact the Disability Resource Center, as I can take no action without its guidance. Do this as soon as possible, as accommodations cannot be made retroactively.

The Americans with Disabilities Act (ADA) gives individuals with disabilities civil rights protection that is similar to that provided to all individuals on the basis of race, sex, national origin, and religion. The act guarantees equal opportunity in employment, public accommodations, transportation, state and local government services, and telecommunications. In addition, Section 504 of the 1973 Rehabilitation act states: "No otherwise qualified handicapped individual in the United States shall, solely on the basis of his/her handicap, be denied benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance". The policy at The University of North Carolina at Wilmington, and of this course, is consistent with the ADA and Section 504.

Statement Regarding Violence and Harassment:

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with a violent or harassing situation can be located on the UNCW Crisis Resources website. Students should be aware that all university employees, including instructors, are legally obligated to communicate any report of alleged sexual misconduct, on or off-campus, to the Dean of Students. Three university entities are confidential resources exempt from this obligation. They are CARE, the Counseling Center, and the Abrons Student Health Center.

Statement on Religious Observance:

In accordance with NC SL 2010-211, students are entitled to two excused absences for religious observances per academic year. Students must inform the instructor in writing the first week of class if they will miss any classes due to religious observance. Additionally, students should inform the Registrar the first week of class who will then coordinate with the corresponding course instructors. Any absence for religious purposes will be considered unexcused unless a student submits the request in writing the first week to the instructor or Registrar.

Schedule (Inevitably subject to change)

Aug. 24 Scales, NK 362-373 (Add/drop ends 8/25)
26 Gladwell, NK 62-85

31 Mcmanus, NK 412-454

Sept. 2 Personal Narrative exercise due

7 Orlean, NK 144-159 Profile in class

9 Geertz WR 258-296

14 Lewis, NK 15-41

16 **Analytical exercise in class**

21 Wallace, NK 213-241

23 Wallace, NK 242-270

28 **Analytical essay due**

30 Bordo, WR 129-157

Oct. 4-5 Fall break

7 Bordo WR 157-176 (*Last day to withdraw with a W*)

12 Tompkins, WR 646-666 Persuasive writing in class

14 Foucault, WR 207-241

19 Research session at library fishbowl

21 Wideman, WR 679-699

26 Wideman, WR 699-721

28 Conferences / Make-up day

Nov. 2 Persuasive essay w/ research due

4 Jacobs, WR 351-371

9 Jacobs, WR 371-393

11 Rodriguez, WR 544-566

16 *Annotated bibliography due.* Buford, NK 160-180

18 Buford, NK 180-197

23 Final essay troubleshoot / workshop

24-26 Thanksgiving

30 Final essay presentations

Exam period: ***Final research essay due on Bb***