

# ENG 201: College Writing and Reading II

TR 8:00 AM-8:50 AM

Instructor: Mr. John O'Hara

Office and Hours: MO 262, TR by appointment

ENG 201-018 MO 202

Email: oharaj@uncw.edu

Blackboard: learn.uncw.edu

## Required Materials

- Textbook: Lunsford, Andrea A. and John J. Ruskiewicz. *Everything's An Argument (With Readings)* 5<sup>th</sup> ed. New York: Bedford/St. Martins, 2009.
- Handbook: *UNCW Composition Guidebook 2013-2014* (Required for all ENG 101 and ENG 201 classes)
- Something to write on and something to write with

Come to every class with your books, something to write on, and something to write with.

## Course Overview

College Reading And Writing II fulfills the requirement for the second composition course in the sequence of two and is a continuation of instruction in writing, reading critically, rhetoric, and research. This course provides opportunities for students to write informal as well as formal papers about a variety of topics, with a concentration on collecting and evaluating information. Assignments are designed to offer students experience in writing and communicating in various genres and for a variety of audiences and incorporate revision and peer review. The course is expected to develop further writing skills to be refined in subsequent coursework.

## Catalog Description

Prerequisite: ENG 100 or ENG 101 and sophomore standing. College-level writing and reading, including continued practice in the composing process, with emphasis on argumentation and research. Projects will employ a rhetorical approach to identifying, evaluating, analyzing, synthesizing, and documenting information from print and online sources. Partially satisfies University Studies I: Foundations/Composition. Partially satisfies University Studies IV: Building Competencies/Information Literacy.

## Learning Objectives

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, webbased 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]

## **Grading**

### *Assignments and Point Allocation:*

Essay 1 – Rhetorical Analysis 1: 100  
Essay 2 – Rhetorical Analysis 2: 150  
Essay 3 – Argumentative Essay: 200  
Essay 4 – Research-Based Argument: 250  
Response Papers: 100  
Reading Notes: 100  
Participation: 100

*Total Points Available: 1000*

### *Grading Scale:*

93-100 points – A	73-76 points – C
90-92 points – A-	70-72 points – C-
87-89 points – B+	67-69 points – D+
83-86 points – B	63-66 points – D
80-82 points – B-	60-62 points D-
77-79 points – C+	Below 60 points – F

This grading system makes it easy for you to keep track of your own grade. Just add up your scores on each assignment and divide the sum by the total points possible. Do not ask me what your grade is; you are responsible for keeping track of your own.

## **Response Papers**

In order to facilitate discussion, some of the readings we will discuss in class will be accompanied by response papers. You will receive a prompt, and you will compose a two-page essay in response. These will be graded according to the following criteria:

Full Credit: Attempts to respond to the prompt, is a full two pages in length

Half Credit: Does not fully respond to the prompt or is not a full two pages in length

No Credit: Was not turned in at all or was turned in late

## **Reading Notes**

Just as the response papers help facilitate discussion of essays, reading notes will hold you accountable for reading the assigned chapters in the textbook and help you to comprehend and retain concepts. These notes should be a 1-2 page bulleted list of interesting concepts, important definitions, and quotations from the reading.

## **Participation**

Participation is more than just showing up and staying awake. Students are participating when they engage in both full-class and small-group discussion, complete individual and group tasks in class, and arrive on time.

## **Essays**

The most important grades are your four major essay assignments. These will be submitted to Blackboard. Late essays will be penalized one letter grade and one additional letter grade for each day late.

## **Attendance**

Attendance in this course is mandatory. You may miss 3 MWF classes or 2 TR classes without penalty. After that, your grade will be reduced by one letter grade for each absence regardless of the reason. Arriving to class late, leaving early, or leaving during class for an extended period of time will count as half an absence. Arriving late to class three times constitutes an absence. You are responsible for keeping track of your absences.

## **Classroom Policies**

- Unless given permission for a particular assignment, do not use laptops or other electronic devices in the classroom.
- Silence cell phones before entering the classroom; cell phones and other distracting electronic devices should remain out of sight for the duration of the class period. Use of cell phones for any reason will not be tolerated. Students using cell phones for any reason during class will be warned; a second warning will result in the loss of five participation points, and a third warning will result in the loss of five more participation points and student being marked absent for the class period.
- Do not work on assignments for other courses during class time.
- There should be no talking while the instructor or a fellow student is talking.
- Remain respectful of others during discussions, peer editing, and the sharing of written work.
- Students should be awake and attentive during class. Sleeping during class is unacceptable.
- Students are expected to come to each class period with all required materials.
- Class is not over until the instructor dismisses it. Students should not begin putting away their materials until this time.

## **Plagiarism**

Academic Dishonesty is unacceptable and is grounds for failure for this course. All students are responsible for knowing the guidelines listed in the UNCW Academic Honor Code.

Please familiarize yourself with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. It is more than copying an essay from a website; unintentional plagiarism is still plagiarism. Examples of plagiarism include:

- Writing about someone else's work in your paper without giving them credit for it by referencing them.
- Giving a presentation and using someone else's ideas without stating that the ideas are the other persons.
- Getting facts from your textbook or some other reference material without referencing that material.

## **Office Hours and Communication**

Office hours provide you with the opportunity for one-on-one question and discussion time with your instructor. It is best to consult with me as soon as you identify a problem so we can work together to solve it; remember, I can't help you if I don't know you need help. I am more than willing to provide you with assistance during office hours. Please make use of them.

While I strive to answer email in a timely manner, I am not available 24 hours a day. I keep my email open from 9:00 AM to 6:00 PM Monday through Friday. If you email me on Friday night, you will not receive a response until Monday morning. Likewise, I will not expect you to answer my messages during those periods of time.

## **The University Learning Center**

DePaolo Hall 1056 & 1003, first floor

910.962.7857

[www.uncw.edu/ulc](http://www.uncw.edu/ulc)

The University Learning Center's (ULC) mission is to help students become successful, independent learners. Tutoring at the ULC is NOT remediation: the ULC offers a different type of learning opportunity for those students who want to increase the quality of their education. ULC services are free to all UNCW students and include the following: Learning Services, Math Services, Study Skills, Supplemental Instruction, and Writing Services.

The ULC's hours are shorter at the beginning of the semester, during exams, and during the summer, but typically the ULC office is open:

Sunday 2pm – 9pm

Monday-Thursday 8am – 9pm

Friday 8am – 5pm

Students can schedule their own appointments online here:

<http://www.uncw.edu/ulc/appointmentinstructions.html>

## **Writing Services**

All writers need readers, and the more readers you have while drafting a paper, the better your paper can become. Writing Services provides experienced peer readers for all UNCW students as they develop and improve their writing skills. Writing Services are not remedial, but designed for all student writers who want to improve their papers. Students can get help with their writing in three ways:

1. The Writing Center (DE1003) provides one-on-one writing consultations led by faculty recommended peer writing tutors who are trained to help students identify areas to improve and develop specific revision plans. Visit our website to schedule an appointment: <http://www.uncw.edu/ulc/writing/center.html>
2. Students can also receive electronic response to their developing papers through our Online Writing & Learning (OWL) program. Visit our website for a variety of writing resources: handouts, guides, useful links, and the Online Consultation link: <http://www.uncw.edu/ulc/writing/owl.html>
3. Students can drop-in at our Writing Lab (DE 1003) for help with quick questions about their developing papers. The Writing Lab is staffed with a writing tutor, and has a few computers and other writing resources for students. Check out the Writing Lab schedule here: <http://www.uncw.edu/ulc/writing/lab.html>

## **Disabilities**

If you have a disability and need special accommodations, you should let me know within the first week of classes. You will also need to register with Disability Services for proper documentation. The phone number for Disability Services is 910-962-7555.

## **Religious Observance Policy**

In accordance with NC SL 2010-211, you are entitled to two excused absences for religious observances per academic year. You must inform me in writing the first week of class if you will be missing any classes due to religious observance. In addition, please inform the Registrar the first week of class who will then confirm your intentions with the impacted course instructors.

## **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 at <http://www.uncw.edu/wsrc/crisis.html>.

## **Counseling Center**

The goal of the Counseling Center is to assist students in maximizing their success at UNCW and in life. The center's staff provides confidential counseling services to help students build a more satisfying and successful college experience. Services include individual and group counseling for personal, relationship, or substance abuse concerns. In addition, staff members provide outreach and consultation services on a broad range of topics for students, faculty, staff and the university community.

Counseling Center hours of operation: Monday - Friday, 8:00 am - 5:00 pm

### **Student Athletes**

While I recognize that student athletes often need to miss class for sporting events, they are still held accountable for the attendance policy. In the event that an athlete needs to miss more than 3 classes for sporting events, that student must speak with me as soon as they are aware. Student athletes must inform me in writing with a signature from their coach of the class days they plan to miss. This will make it possible for me to work with you if the sporting event falls on class periods such as peer editing days, conferences, etc.

### **Seahawk Respect Compact**

In the pursuit of excellence, UNC Wilmington actively fosters, encourages, and promotes inclusiveness, mutual respect, acceptance, and open-mindedness among students, faculty, staff and the broader community.

- We affirm the dignity of all persons.
- We promote the right of every person to participate in the free exchange of thoughts and opinions within a climate of civility and mutual respect.
- We strive for openness and mutual understanding to learn from differences in people, ideas and opinions.
- We foster an environment of respect for each individual, even where differences exist, by eliminating prejudice and discrimination through education and interaction with others.

Therefore, we expect members of the campus community to honor these principles as fundamental to our ongoing efforts to increase access to and inclusion in a community that nurtures learning and growth for all.

### **Contact Information**

If you miss class, it is your responsibility to find out what you have missed from another classmate. I will not respond to any email that asks what was missed in class on a particular day. In the space below, write down the names, phone numbers, and email addresses of three people near you. Contact these people about any missed notes, assignments, etc.

## Schedule

### Unit 1: Visual Rhetorical Analysis

Tuesday 1/14	Syllabus/Introductions
Thursday 1/16	Read 3-34 in EA; what and where is rhetoric
Tuesday 1/21	Sentence types; Appeals to Logos
Thursday 1/23	R1 Bruce Baugh: "How Deleuze Can Help Us Make Literature Work"
Tuesday 1/28	Appeals to Ethos; Appeals to Pathos; structuring the essay
Thursday 1/30	Rhetorical Analysis: read 95-123 in EA; Analyzing visuals
Tuesday 2/4	R2 "Not Just Words" 445; analyzing visuals
Thursday 2/6	Peer Review/in-class conferences

### Unit 2: Rhetorical Analysis

Tuesday 2/11	Essay 1 due; Essay 2 prompt; RSA Animate: McGilchrist (outlining his argument)
Thursday 2/13	R3: Interviews 972-975; RSA Animate: Salecl, argument structures
Tuesday 2/18	R4: "Kitchen Conferences and Garage Cubicles" 1008-1022
Thursday 2/20	Peer Review/Workshop
Tuesday 2/25	Conferences
Thursday 2/27	Conferences

### Unit 3: Argumentation:

Tuesday 3/4	Spring Break
Thursday 3/6	Spring Break
Tuesday 3/11	Essay 2 due, Essay 3 prompt, Room for Debate
Thursday 3/13	R5: Room for Debate
Tuesday 3/18	Arguments of Fact 208-228
Thursday 3/20	Causal Arguments 335-357
Tuesday 3/25	MLA Citation exercise, Style in Argument, "Flow" within paragraphs
Thursday 3/27	R6: Why We Are Allowed to Hate Silicon Valley"; Style activity
Tuesday 4/1	R7: What is Education Actually For?, Topics and issues
Thursday 4/3	Essay 4 Prompt, Peer Review, Evaluating sources

### Unit 4: Research-Based Argument

Tuesday 4/8	Library Day (Topic due)
Thursday 4/10	R8: TBA

Tuesday 4/15	Academic Arguments 133-146, Structuring the argument
Thursday 4/17	R9: Michel Foucault: "Panopticism"
Tuesday 4/22	Peer Review
Thursday 4/24	Conferences
Tuesday 4/29	Conferences
Thursday 5/1	Workshop; Last day of class
Final exam	R10, Essay 4 due